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ABSTRACT

In order to determine the most effective ways for community college administrators responsible for community services to establish and continue meaningful linkages between the college and the community, a questionnaire was designed and mailed to the 29 public community colleges in Michigan. Predetermined criteria were applied to the responses of the 29 colleges, and six colleges were selected for further study. Personal interviews with 21 administrators representing these six schools established that (1) the most successful linkages are by person-to-person contacts with community people; (2) community services administrators need to be in the community interacting frequently to create and continue linkages; (3) ad hoc committees are more successful linkages than ongoing advisory committees; (4) meaningful input comes from teacher applicants, present teachers, students, and administrators; (5) informal contacts provide more valuable linkages than formal organizational contacts; (6) demographic and socio-economic factors greatly affect community services linkages; (7) community services administrators must be creative, innovative, receptive, responsive, and must have a pioneering attitude in searching for and serving linkages. A survey of the literature is included, and the survey instrument and interview guidelines are appended. (Author/NHM)

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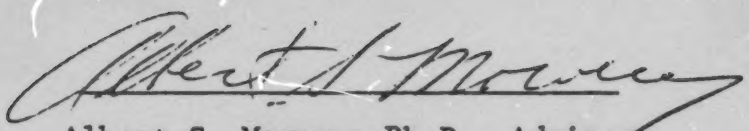
ESTABLISHING AND MAINTAINING COMMUNITY LINKAGES FOR COMMUNITY SERVICES DIVISIONS IN SELECTED COMMUNITY COLLEGES IN MICHIGAN

By

Charlie K. Field

B.S., B.A., Tri-State University, 1947



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2

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ABSTRACT

ESTABLISHING AND MAINTAINING COMMUNITY LINKAGES FOR COMMUNITY SERVICES DIVISIONS IN SELECTED COMMUNITY COLLEGES IN MICHIGAN

By

Charlie K. Field

This descriptive study was concerned with methods used by community college administrators developing and continuing linkages with their communities. Major purposes were: (1) to gain insight into the most effective linkage methods for the community services function, (2) to discover if there are commonly used linkage methods, and (3) to ascertain if certain people, or community groups were especially helpful.

Other purposes included sharing the results with professional associations and providing useful knowledge for professors and graduate students of community college administration.

A questionnaire was designed regarding the purpose of the study and mailed to the twenty-nine public community colleges in Michigan. All responded. Predetermined criteria was applied to responses and six colleges selected for further study by interviews.

An interview guide was developed to research the problem in depth. Personal interviews were held with twenty-one administrators.

Conclusions of the study include:

1. Consistently most successful linkages are by person-to-person contacts with community people

2. Administrators of community services need to be in the community interacting frequently to create and continue linkages

3. Ongoing advisory committees have serious limitations; ad-hoc committees are more successful linkages

4. Meaningful input comes from teacher applicants, present teachers, students, and administrators

5. Informal contacts with people provide more valuable linkage than formal organizational contacts

6. Demographic and socio-economic factors in college districts greatly affect community services linkages

7. Community services administrators must be creative, innovative, receptive, responsive and have a pioneering attitude in searching for and serving linkages

Those interviewed also advised:

1. Community services administrators must get out from behind their desks to establish and maintain community linkages

2. Professors and graduate students of community college administration should have more interaction with community services deans

3. There are many new areas of potential growth and linkages for the community services function

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I am indebted to all of the administrators at the twenty-nine public community colleges in Michigan who participated in the project and gave freely of their time and knowledge. Sincere thanks is due also to the Research Committee of the Michigan Community College Community Services Association for their support and aid.

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Charlie K. Field

6

TABLE OF CONTENTS

ACKNOWLEDGMENTS ii

PREFACE v

Chapter
I. INTRODUCTION AND STATEMENT OF THE PROBLEM 1

II. REVIEW OF RELATED LITERATURE 6

Summary 17

III. RESTRAINTS ON COMMUNITY LINKAGES AND NEED FOR RESEARCH 19

Restraints on Community Linkages 19
Need for Research 22
Summary 24

IV. METHODOLOGY 26

Outline of the Process 26
Survey Instrument 28
Procedures 29
Analysis 31

V. ANALYSIS AND RESULTS 32

Survey Results 32
Interview Data and Results 40
Formal Methods 44
Informal Methods 48
Special Methods 51
Goal and Mission 52
Most Common Practices 53
Similar and Dissimilar Methods of Linkage . . . 55
Concerns and Suggestions of Respondents 57
Summary 63

VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 67

Introduction 67
Summary of Findings 69
Conclusions 72
Recommendations for Future Linkage and Research 73
Recommendations for Research 75

BIBLIOGRAPHY 76

APPENDICES 80

A. Cover Letter - Questionnaire 80

B. Interview Guides 87

C. Letter Requesting Interviews 94

D. Summation of Questionnaire Responses 96

PREFACE

American educational history relates very closely to the home and to the community. Immigrants and many visitors to America over the years have adapted to a new language, monetary system, and social customs. Many of these immigrants, with the aid of tutoring or evening school, have demonstrated that learning is very possible for people of all ages who have the desire to learn.

As far back as 1901, in the writings of Alexis Lange and in his many reports and other writings from then on through the late 1920's, there were at least on paper and intellectually created some of the present functions of community colleges, including community services.[1] From 1907 when the California Junior College law was enacted, Lange, who was then Chairman of the State Board of Education as well as Chairman of the Department of Education at Berkley, wrote and pursued the development of the community college movement. Lange emphasized that the junior college should provide instruction for adults and provide community services consistens with local needs.

The relatively new educational innovation now called community colleges has evolved in the last seventy of

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[1]Edward A. Gallagher, "Alexis Lange, Progressivism and Junior College Functions," The Michigan Academician, (Summer, 1947), pp. 111-122.

America's two-hundred-year history. These colleges have brought higher education closer to the home and community.

More recently this unique continuing educational sagacity has added the community services function as a new dimension. All over the land as this addition has been made, there has been a new concept added to the community college. This has been the comprehensive aspect brought to life by community services. Hence, the contemporary name for a complete and functioning two-year community college is: Comprehensive Community College. The new effort by administrators of community based education to serve all possible segments of the population emphasizes the need to know the real and perceived educational needs of the people in the community.

This new effort to provide viable educational responses for young and old, men and women, workers and employers, volunteer agencies and government, is a challenge to the educational leadership in the comprehensive community college. More precisely it is a constant problem for the educators who administer the community services function.

This challenging problem is being faced every day in many places, and great efforts toward solution are meeting with varying degrees of success. Innovative workable answers are being found.

There is needed an acuteness of mental discernment regarding this challenge. The most successful modes of linkage between the community at large and the comprehensive

community college need to be identified. These linkage modes should be shared with those facing the challenge and also with those who are helping prepare administrators for tomorrow's comprehensive community colleges.

The research as outlined in the following chapters is concerned with identifying the most successful and beneficial ways and means now in use in selected Michigan community colleges for establishment and maintenance of linkages by community services divisions of community colleges with their constituency.

CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Community colleges, like many American institutions, have developed each at their own pace and in different ways in different communities. Community colleges in their closeness to home and community have over the years reflected local programs and services in a variety of ways.

The unique American development in higher education that we now call community colleges is only a little over seventy years of age.

Some writers credit William Rainey Harper of the University of Chicago with developing the junior college concept in the 1890's while others credit the inception of the movement to Alexis Lange of the University of California in the early 1900's.

Originally known as public junior colleges, the major purpose was to provide locally the first two years of traditional college classes.

In time the need and desire was felt for more than the liberal arts program, and therefore vocational-technical classes were added to the curriculum. Drama, music, and art were added and gradually at varying paces the growth started and continued at an ever-increasing rate. In this

growth was the birth of the community college. The community was expressing its needs, and many of these needs were being met by the local college.

As the community college emerged out of secondary school systems, people found friends and neighbors on the board of trustees, teaching, administering, and attending the "new" college; and thus pride developed at having a college in the home community. Favorable economic factors in the 1950 - 1970 era, coupled with the sense of participating, gave great growth and expansion to many new community colleges.

During the same period, 1950 - 1970, with an affluent society seeking to provide more services for everyone, along with farsighted and generous foundations such as Kellogg, Mott and others, people and schools started reaching out for unexplored areas of possible activities for their school. Cultural interests, recreational needs, social problems, public concerns and similar areas of interest were starting to show up in various ways on the community college campus as well as in the secondary schools' adult education programs.

Community services as a concept in the community college emerged actively during this post World War II period, and much help was provided by the Kellogg Foundation with their support and seed money. In the secondary schools a somewhat similar movement was growing, with help from the Mott Foundation.

Community services is a complex concept with a great variety of practicing patterns as well as definitions. Two very good definitions have been quoted frequently. Gunder A. Myran defined community services as:

> those efforts of the community college, often undertaken in cooperation with other community groups or agencies, which are directed toward serving personal and community educational needs not met by formal collegiate degree or certificate programs. Community services is concerned with identifying unrealized potentialities and unmet needs, drawing together resources in the college and in the community, and creating appropriate educational programs.[2]

The other definition is by Ervin L. Harlacher defining community services as, "educational, cultural and recreational services which an educational institution may provide for its community over and beyond regularly scheduled day and evening classes."[3] This definition is broad and not as definitive as Myran's.

With the adding of community services to the goals and purposes of most community colleges, there has been a general trend to call such institutions by the designation, comprehensive community college. There is much evidence that this new thrust has developed rapidly during the past decade.

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[2]Gundar A. Myran, Community Services in the Community College, Washington, DC: Association of Community and Junior Colleges, 1969; reprint ed., 1974, p. 12.

[3]Ervin L. Harlacher, The Community Dimension of the Community College, (Washington, DC: Report to the American Association of Community and Junior Colleges, November, 1967), p. 17.

In order for those community college administrators responsible for the community service function to perform successfully the defined activities, it requires the establishment and continual maintenance of meaningful community linkages. This is considered to be an absolute necessity to carry out the design and planning as well as the delivery and acceptance of such a myriad of activity.

The preceding statements on the development of community services functions are equally true in Michigan. The degree of sophistication is quite varied as are the quantity and quality of success.

The problem to be studied in this research by both survey and interviews is: WHAT ARE THE MOST EFFECTIVE WAYS FOR COMMUNITY SERVICES ADMINISTRATORS TO ESTABLISH AND CONTINUE MEANINGFUL LINKAGES WITH THE BEST SOURCES OF INPUT THROUGHOUT THE COLLEGE DISTRICT?

As the problem is examined, it is evident that the growing population and growth of community colleges, along with community services programs, has brought about much activity. The determination of what part of the activity in community service develops out of various linkages is desirable knowledge. The variety, types, and method of linkages should provide help and guidance for present administrators and future administrators.

This study is needed to aid the present practitioners in the community services function at community colleges in

their daily quest for new and better linkages with their communities. This study will also provide students and teachers interested in the growing community services area with some insights and knowledge from community college administrators that is not now available in any published form.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is a review of available literature that pertains to the specific area of inquiry of this study: The establishing and maintaining of community linkages for Community Services Divisions in selected community colleges in Michigan. First, some background literature is summarized.

Community colleges received somewhat of a mandate in recommendation form in the report of the President's Commission on Higher Education in 1948. In part this Commission said:

> . . . the President's Commission suggests the name "community college" be applied to the institution designed to serve chiefly local community education needs. It may have various forms of organization and may have curricula of various lengths. Its dominant feature is its intimate relations to the life of the community it serves.[4]
>
> Whatever form the community college takes, its purpose is educational service to the entire community, and this purpose requires of it a variant of functions and programs.[5]

This postwar period hence saw the first real thrust toward community colleges effectuating the community services function.

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[4]President's Commission on Higher Education, Higher Education for American Democracy, (New York: Harper & Brothers, 1948) ILL, p. 5.

[5]Ibid., pp. 67-70.

The book entitled, The Community College Movement, by Ralph R. Fields of Columbia University, explores the community college movement, its history, and takes a close look at four community colleges.[6] Fields discusses community support and services and assesses the problems and future of this unique educational institution in America.[7]

Ervin L. Harlacher, a practitioner and writer of the community services function, has emphasized community involvement by saying:

> The effective program of community services is built upon: (1) a solid foundation of citizen participation and college-community interactions; (2) a thorough understanding of the community. Citizens actually participate in the planning, maintenance, and evaluation of the program and the college, recognizing that it must be of the community and not just in it, participates in the life of the community.[8]

From the literature dealing with programs and service areas of community services in community colleges, there are three sets of examples provided by Leland L. Medsker, James W. Reynolds, and Ervin L. Harlacher.

Leland L. Medsker's study of 243 community colleges revealed the following specialized areas of community services:

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[6]Ralph R. Fields, The Community College Movement, (New York: McGraw-Hill, Inc., 1962).

[7]Ibid., pp. 243-245.

[8]Ervin L. Harlacher, Critical Requirements for the Establishment of Effective Junior College Programs of Community Services, (unpublished Ph.D. dissertation, University of California, 1965), pp. 57-58.

1. Widespread use of the college physical plant by community groups

2. Assistance by college in safety and thrift campaigns, fund drives, and the like

3. Organization of special events, such as workshops, institutes, forums for business, professional or governmental groups, either for the purpose of in-service training of employees or the general improvement of the group

4. Promotion of cultural and recreational activities, such as the development of community musical groups, sponsoring of little theatre groups

5. Promotion by the college of community events in which public affairs are discussed

6. Organization projects with other community agencies relating to the improvement of health conditions in the community

7. Use of the college staff and students in making studies of the community (such as occupational surveys, sociological studies)

8. Organization of services using college staff or students, or films and lectures from outside, to further the conservation of natural resources

9. Widespread use of college staff as speakers to community groups

10. Research by college staff and students for business or professional groups in the community

11. Organization of child-care programs for demonstration and instructional purposes[9]

James W. Reynolds, writing in the 55th Yearbook of the National Society for the Study of Education lists eleven categories for community services:

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[9]Leland L. Medsker, The Junior College: Progress and Prospect, (New York: McGraw-Hill Book Co., Inc. 1960).

1. Mutual Aid for Meeting College-Community Needs
2. Community-Experience Programs
3. Community Study and Research Problems
4. Public Affairs Education
5. Specialized Community Services
6. Community Development
7. Community Participation and Leadership Training
8. Use of Mass Media of Communication
9. Public Relations Programs
10. Community Use of School Plant
11. Adult Education[10]

Ervin L. Harlacher published a list of seventeen categories for community services:

1. Community use of college facilities
2. Cultural programs
3. Provision of student programs for community
4. Campus conference and meetings
5. Public Affairs lectures and forums
6. Public information
7. Speaker's bureau
8. Educational workshops, seminars, lectures for business, industry, and professions
9. Special services for the community such as library, guidance, planeteriums, museum, art gallery, and radio-television

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[10]James W. Reynolds, "Community Services," The Public Junior College, 55th Yearbook of the National Society for the Study of Education, Chicago, 1956, ed: Nelson B. Henry, Chapter 8, pp. 140-160.

10. Campus special events (commencement, founders' day, etc.)

11. Community recreation programs

12. Campus tours

13. Alumni association

14. Utilization of community resources in instruction

15. College box office

16. Community research and development

17. Adult education classes (non-graded)[11]

Commenting on the identification of community needs as a significant factor for community services programs reveals the following viewpoint by Jesse Bogue:

> The Community institution goes to the people who live and work where it is located, makes a careful study of the needs of those people for education not being offered by any other institution of learning, analyzes these needs, and builds its educational program in response to the analysis. All too frequently people who are unfamiliar with the process are inclined to think of job analysis only, to the neglect of family life, civic and cultural community interests.[12]

A feasibility study conducted by Michigan State University, Office of Community College Cooperation, made this recommendation:

> It is recommended that the community college work closely with business, industry, agriculture, and educational leaders in the area of studying the

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[11]Ervin L. Harlacher, "California's Community Renaissance," Junior College Journal, April 1964, p. 18.

[12]Jesse Barker Bogue, The Community College (New York: McGraw-Hill Book Co., Inc., 1950) p. 21.

> vocational-technical needs, and to establish programs designed to meet the particular needs of all segments of the community.[13]

Myran, in his 1969 dissertation, expressed that there is no available research dealing directly with the question of linking community services with other areas of the college and with community groups. This fact strongly supports the need for such research as is herein undertaken. Commenting on the qualities and role for community college administrators, Medsker expressed the following:

> The community college administrator must be broadly trained. He must be able to understand the complexities of the changing world and to translate them into the obligations of educational institutions such as the community college. . .
>
> The administrator must be able to play a leadership role. His big task is to assist others in interpreting needs, in visualizing the broad obligations of the community college, and in translating ideas into action. He must himself be a doer, but he must also be a catalyst, both within the institution and outside it.[14]

Myran, writing on community services in community colleges, produced two significant contributions to the available literature. Myran reissued in 1974 a monograph

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[13] Community College Feasibility Study for County Intermediate School Districts of Manistee and Mason, Office of Community College Cooperation, Michigan State University, October, 1966, p. 6.

[14] Leland L. Medsker, "Implications of Social and Cultural Change for Community College Administration," Administering the Community College in a Changing World, S. V. Martorana and Pauline F. Hunter, Ed. (The University Council for Educational Administration and the School of Education, State University of New York at Buffalo, 1967), p. 41.

originally published in 1969, entitled, "Community Services in the Community College," wherein was provided an outline and guide for administrators establishing or operating a community service function. In his 1971 study for the National Council on Community Services, Myran provides the perceptions of community services administrators regarding five specific concerns, namely:

1. The nature, purposes, and functions of the community college
2. Definitions of community services
3. The key elements of a community services program
4. Definitions of community needs
5. Definitions of community inter-relationships

In the summary of this report Myran states that there is need for further investigation and studies as to the planning, methodology, and evaluation of community services programs.

Several examples of prototype programs that meet community needs are a part of inter-agency consortium efforts and are mentioned by Myran. Among the examples is the Institute for Professional and Paraprofessional Studies at Lake Michigan College. This Institute, based in the Continuing Education and Community Services Division of Lake Michigan College, is aided and advised by a consortium comprising of the area extension offices of Michigan State University, Western Michigan University, and nearby Andrews University. These universities' personnel actively serve on the Advisory

Committee along with area agency people and interested citizens. The extension directors aid in course planning, obtaining properly qualified faculty, and in implementing of new courses and programs. With the support of funds from Title I grants and local funds from Lake Michigan College, this consortium has a five-year history of meeting area educational needs for citizens and agencies. The Human Relations Council formed by Montcalm Community College and several other agencies in their community is another example cited at community colleges in Michigan.

In the book, New Colleges for New Students, by Laurence Hall and Associates, with Consulting Editor, Harold L. Hodgkinson,[15] a gamut of innovative designed and delivered courses are reviewed. Most of these courses are found in comprehensive community colleges as these colleges respond to their communities in their own special way. This collection of reports on the new cutting edge of education brings into focus by writers such as K. Patricia Cross, Elizabeth Hansot, Harold L. Hodgkinson, and Cyril O. Houle, the new effort to link the institutions of learning to the community of people.

Houle summarizes the process with two sentences:

> First, the ends must be practical and the learning immediately rewarding, either vocationally or in other ways. Second, the means must take account of

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[15]Harold L. Hodgkinson, New Colleges for New Students, (San Francisco: Jossey-Bass, Inc., 1973).

> the actual life circumstances of the learners and go to them in their homes and their places of work; that is, a skillful, inventive, and persistently applied combination of new methods and techniques must be used to seize hold of the interests of the students desired and then to educate them by devising new approaches which take full account of their patterns of life.[16]

In the literature referred to up to this point, the authors have pointed out the need for and development of a wide range of functions by public community colleges as those institutions seek to relate in a responsive manner each to their own unique community. These works express the desirability for the community college to have an intimate relationship with the community it serves. The necessity for administrators to be leaders, translators, doers and catalysts is emphasized.

Providers of community services in the public community college and their communities have been portrayed as implementors of a great myriad of activities. The literature has not dealth specifically with the purpose of the present study as it researches the ways and means actually used for establishing and maintaining the necessary linkages for planning and delivery of educational response in a practical way.

In a study for the Muskegon Area Intermediate School District in 1967, the study director and report editor,

---

[16]Ibid., p. 65.

Russell J. Kleis[17] of Michigan State University devoted a chapter to spelling out in detail how he saw the desired role of that area's community college. To paraphrase Kleis, in many ways the community college is uniquely appropriate to assume a major role in area-wide continuing education.

A related and yet different approach to community research and development is thoroughly discussed and case examples given in a practical "how to" publication by Donald W. Littrell,[18] Assistant Professor of the Department of Regional and Community Affairs, of the University of Missouri at Columbia. An excellent bibliography is included.

Littrell points out in the summary that the need for major involvement in searching out community problems and the solutions for these problems is the responsibility of the citizens in the community who are willing to take part in such activities. The booklet describes the role of the community developer as one of providing leadership, direction, and guidance toward systematic methods of problem solving.

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[17]An Area Approach to Continuing Education, Education Publication Services, College of Education, Michigan State University, August, 1967, p. 171.

[18]Donald W. Littrell, The Theory and Practice of Community Development, (Extension Division, University of Missouri-Columbia, 1973).

The report on the "National Conference on Community Services and the Community College,"[19] gives an excellent review of the current thinking and perceptions of several national leaders such as Edmund J. Gleazer, Max R. Raines, Ervin L. Harlacher, Gundar A. Myran, and Benjamin R. Wygal. These presentors reviewed the issues, challenges, and perspectives of community services in comprehensive community colleges.

These presentors also covered leadership strategies, community-based education, and the open college concept that should come with the open door policy. The papers presented put considerable emphasis on the need for continuing community linkages in a myriad of ways. The desirable result outlined in the papers highlighted responsive community services that meet expressed needs.

Clark Kerr[20] in the Community and Junior College Journal of August/September, 1975, makes an excellent case for the present and future mission of community colleges. Kerr points out the major missions as:

1. Continuing to be the "do everything" college
2. Continue the "open door" policy
3. Continue the less-than-degree vocational and occupational opportunities

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[19]A Report on the National Conference on Community Services and the Community College. (Orlando, Florida: Valencia Community College, 1974).

[20]Clark Kerr, "Fates and Fortunes of the Community College," Community and Junior College Journal (August/September, 1975), p. 10.

4. Continue to provide a place for educational sampling for the community to cultivate personal talents and interests with flexibility thus enabling people to freely extend their abilities and interests.

In somewhat of a contradictory viewpoint regarding the broad range of community services functions that should be performed by the community college, Joseph M. Stetar,[21] in an article in the Journal of Higher Education, strongly contends that the true purpose of community services by a community college should carefully stay within the educational arena and stay out of activities that border on or could be considered as a social service agency. Stetar concludes that the community colleges' potential as educational institutions are far from being exhausted.

Summary

The goals and mission of the public community college can be traced from the era following World War II when the previous transfer-oriented junior colleges commenced to expand and change to community colleges. This transformation involved adding vocational education and continuing education offerings for a broader range of citizens. In time the function known as community services started to appear in the public community colleges. This led to a great range of community-oriented services and a considerable variety of definitions for community services. Some

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[21]Joseph M. Stetar, "Community Colleges and the Educational Needs of Older Adults," The Journal of Higher Education XLV (December 1974), pp. 717-21.

of these definitions were extremely wide ranging, while others held more closely to educational innovations endeavoring to bring continuing and adult education to the community.

The literature reviewed emphasizes the significant need to establish and maintain methods for the identification of community needs, and also the need to link the public community college to community groups for advice and assistance in the planning and delivery of responses.

On the basis of the literature reviewed, there was nothing definitive or specific on the most meaningful ways for administrators of the community services function in public community colleges to carry out this much-needed linkage.

CHAPTER III

RESTRAINTS ON COMMUNITY LINKAGES AND NEED FOR RESEARCH

Restraints on Community Linkages

The restraints are existent both within the community college and out in the community. These restraints are more mental than physical or financial, even though the latter two are at times very evident.

This study has as one of its purposes the exploration of the many facets confronting public community college administrators who seek to create and continue community linkages as they face the challenge of providing the best possible comprehensive community services for their constituency.

Such administrators each face a variety of complex communities. Therefore, it is evident that because of the difference and variety of the socio-economic makeup in communities, the challenge is different to some extent for each administrator. There is also some commonality in these challenging restraints, and these must be considered as community linkages are explored. Additionally, the internal climate within each community college is different

and has also been examined as it affects the administration and linkages for community services.

A very significant factor exists both within and outside the colleges studied. That factor can be described several ways. One way is to simply call it apathy. Others call it the desire of many people to "not get involved." Citizens often phrase their excuses as, "Let the professionals do it." They also comment many times, "They are getting paid to do the job, so let them do it!"

This attitude is quite widespread and mitigates against the linkages that will provide thoughtful advice and creative expressions from the public, and also from some within the college.

The danger of this attitude is twofold. One danger is that the local constituency loses contact with and a great amount of control of the activity of the institution. The other danger is that the institution does not have this great resource available to couple with all of the other resources to deliver the best and most responsive programs.

There is a segment of the population that responds to requests for participation with an all-too-common phrase, "What's in it for me?"

Another segment answers that they are too busy, and it is usually from this group that the most community-service-minded citizens emerge.

Other restraints on linkage establishment and continuance with the community at large comes in the form of com-

petition for time, money, and participants. A variety of reputable organizations and agencies claim as part of their function the providing of educational classes. The most prevalent among these are churches, YMCA, YWCA, Chambers of Commerce, commercial business establishments, and commercial education enterprises. Some competition arises to a limited extent from area high school adult enrichment classes and college and university extension centers.

Many of the educational offerings are worthy and useful. The assortment is often so great and the appeal so strong that the public, faced with a myriad of choices, is confused. The public often asks why there are so many offering the same classes. This confusing situation baffles citizens and in the end may reduce the results of the educational competitors. The need for cooperation and coordination is strongly expressed by many administrators in all these competing institutions. Yet at the same time all want to decide for themselves what, when, where, and how they will offer the "education" they perceive is needed.

As population zero growth starts showing results with decreasing school enrollments and projections, there has developed an even more competitive atmosphere; and new educational ventures are being given birth rapidly in the quest for "new students" or at least a greater share of those students available.

Resulting from the decreasing overall school population and the release of many teachers in the mid-1970's,

there is a newly developing concern and awareness of the desirability for teachers to be more accountable, practical, and realistic.

In summary, of the closely related restraints on community linkages, administrators express the following concerns:

1. Apathy
2. Hesitancy or refusal to "get involved"
3. Attitude of "Let the pro's do it"
4. Attitude of "What's in it for me?"
5. Competition for students and finances
6. Lack of cooperation and coordination between providers

Administrators who are aware of these restraints are working toward solutions as their time, ingenuity, and their institutions will permit. There are no easy answers as they perceive the problem. Some contend that competition is healthy for education.

Need for Research

This study has several major and minor purposes. The primary purpose is to gain a practical insight of the most effective community linkage methods used by community college administrators charged with the responsibility of providing community services programs for their districts.

Another major purpose is to establish whether there are common ways employed in establishing and continuing

the community linkages and to discover if certain people, organizations, agencies, or community groups are especially helpful with ideas and suggestions regarding educational needs.

Minor purposes include the sharing and use of the results by community college associations and professional groups, to increase the effectiveness of the community services function. The availability of these findings could be of some help to both students and teachers in the field of community college administration. Another purpose is to stimulate interest in the problem and thereby cause further and continuing concern about the problem, along with the need to examine the problem on a somewhat ongoing basis.

These purposes, when considered in connection with the trend toward accountability in American society including education, demand this search for effective and efficient ways to administer the community services program. This is particularly true since the community services function touches more people in the community than any other segment of the comprehensive community college.

Educational leaders and citizens have been critical of duplication and the lack of coordination in nearby institutions supported by public funds. This fact provides one significant need for the study. The need for increased cooperation and coordination to increase the productive educational endeavors is increasingly called for by the public.

This study is intended to bring an increased understanding of the role of community colleges and services to both practitioners and community people.

The results of this study should reveal the value and need for community input to provide continuing responses that meet community needs.

Another result will be increased knowledge of the role of community services in the comprehensive community college. This knowledge will be beneficial to traditional academicians and traditionally minded citizens, who have yet to discover the vibrant force of continuing educational and intellectual curiosity.

Other results of this study will emphasize the need to have some educational system that is capable of a rapid response to expressed community educational inadequacies.

Lastly, another result of the study is to impress both community college faculty and administrators with the reality that they are but actors on an ever-changing stage, or merely temporary custodians of the educational assets of the community college.

Summary

The need for research of the problem in the study can be summarized by the need of community college administrators to be more effective and efficient as they plan, prepare, and promulgate community services educational opportunities for their college's service area.

The methods of linkage can show the way for others who will follow both within the community college family and the constituency of those colleges. Students of community college administration, along with those who teach them, can increase their understanding considerably by researching such studies as they pursue excellence.

The continuing concern by both citizens and educators for tested and tried methods have brought forth successful, satisfying and stimulating results in many communities.

CHAPTER IV

METHODOLOGY

Outline of the Process

The nature of this study is descriptive. The investigation was conducted with the twenty-nine public community colleges in Michigan. Questionnaires were mailed to the administrator of the community service function at all twenty-nine community colleges.

Responses were received from the following twenty-nine colleges:

Alpena Community College, Alpena
Bay de Noc Community College, Escanaba
*C.S. Mott Community College, Flint
*Delta College, University Center
Glen Oaks Community College, Centreville
Gogebic Community College, Ironwood
Grand Rapids Junior College, Grand Rapids
Henry Ford Community College, Dearborn
Highland Park Community College, Highland Park
*Jackson Community College, Jackson
Kalamazoo Valley Community College, Kalamazoo
*Kellogg Community College, Battle Creek

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*indicates the colleges selected for interviews

Kirtland Community College, Roscommon

Lake Michigan College, Benton Harbor

Lansing Community College, Lansing

*MaComb County Community College, Warren

Mid Michigan Community College, Harrison

Monroe County Community College, Monroe

Montcalm Community College, Sidney

Muskegon Community College, Muskegon

North Central Michigan College, Petoskey

Northwestern Michigan College, Traverse City

Oakland Community College, Bloomfield Hills

Saint Clair County Community College, Port Huron

*Schoolcraft College, Livonia

Southwestern Michigan College, Dowagiac

Washtenaw Community College, Ann Arbor

Wayne County Community College, Detroit

West Shore Community College, Scottville

The information was summarized and analyzed. The criteria used in selecting which colleges would be further studied by on-site interviews were:

Number of classes and participants

Number of seminars, workshops, conferences and similar activities

The variety and scope of the program

Citizen advisory participation

On-campus visitations and meetings by non-student groups

The six colleges indicated above were selected from the twenty-nine surveyed for further investigation by interview. Interviews were conducted on the campus of the six colleges with a total of twenty-one persons. All of those interviewed were involved in their institutions' community services programs.

All of the interviews were tape recorded with full consent of the persons being interviewed. A careful and detailed analysis was made of the responses to the interview questions. Using the questionnaire data and the information obtained by interview, a profile of the methods and means of linkage with the community was developed from which a conclusive synthesis could be deducted.

Survey Instrument

A review of the literature and previously used questionnaires in other community services surveys revealed no appropriate instrument. Consultation with experienced administrators and researchers in the area of study indicated the need to construct and field test a questionnaire specifically for the study.

The instrument was designed and field tested with the Research Committee of the Michigan Community College Community Services Association. The Extension and Continuing Education Directors for Michigan State University and for Lake Michigan College also were asked for criticisms of and recommendations for the instrument. The suggestions of all

these persons were considered in the development of the final questionnaire.

An introductory letter requesting responses was mailed, along with the questionnaire, to all of the public community colleges in Michigan (see Appendix A). These were directed to the Community Services Dean or director in charge of that activity.

The interview guide was drafted, field tested, and revised with the aid of other administrators and the research advisor for this study. Since those to be interviewed held a variety of positions, it was determined to design three interview guides (see Appendix B).

Interview Guide A was planned for the administrator in charge of the community services function. Interview Guide B provided questions that were similar and also questions that were different, since it was for the immediate superior of the community services administrator. Interview Guide C was designed for other persons either on or off campus who were selected by the above administrators because those persons had an interest in and knowledge of the community services function.

Procedure

Questionnaires were sent to the twenty-nine public community college community service administrators. A follow-up procedure of letters and phone calls was car-

ried out after two weeks in an effort to obtain the maximum number of responses. Responses were received from all twenty-nine colleges.

The criteria previously mentioned were used to select the colleges where in-depth interviews would be conducted.

Requests for the interviews were then sent to the president of these colleges by the President of Lake Michigan College (See Appendix C). Cooperative replies were received shortly from all of the colleges. Arrangements were then completed by phone for the interviews at the various institutions.

Those persons who were to be interviewed were sent a copy of the questions several days before the scheduled interview date.

The interviews followed the interview guide. An informal atmosphere was maintained, and the interviewees were permitted ample time and complete freedom in their responses.

The tape recorded interviews were reviewed carefully in order to apply the responses to the problem being studied. Practices that were judged most significant were compared to establish similar and dissimilar modes of operation. An attempt was made to separate experiential-based responses from those responses that seemed to express opinions, desires, or hopes.

Analysis

The 100 percent return of the questionnaires provided a complete state-wide data base for reviewing the experience and opinion of administrators in the areas related to the study. These results were further analyzed in detail with emphasis on the kinds and types of community linkages as well as the importance and value of such interaction.

More in-depth information was obtained from the interviews and was used to enhance the study. The insights gained from administrators who were practicing the professional work of providing community services in six comminity college districts provided greater experiential-based knowledge for the study.

CHAPTER V

ANALYSIS AND RESULTS

The purposes of this chapter are to present in some detail and in an analytical summary form the results of the research carried out by questionnaire survey and by personal interviews. In addition, it is intended to make comparisons in order to evaluate variances and commonalities of methods as they relate to ways and means of linkage for community services administrators with their college's constituencies. Another purpose is to discern from the results an overview of administrative techniques now in use and considered to be most successful in community linkage.

Survey Results

The exact responses to each of the questions in the survey instrument are included in this study (see Appendix D).

The summary and analysis of the information obtained by the questionnaire is presented here in narrative form.

All of the twenty-nine respondents agreed that community linkages are very important for them in their community services function. They all further expressed that community interaction is meaningful to them in both planning and delivery of community services.

There was a more divided opinion regarding the question of whether citizen's advisory committees provided the best sources for information and ideas. One third answered positively, one third negatively, and one third undecided.

When the questions specifically asked about community services advisory committees, the responses were slightly more negative with one third still undecided.

Questions seven, eight, eleven, twelve and thirteen dealt with the area of information, assistance, ideas and help from community groups including political divisions of government, civic clubs, and Chambers of Commerce. In each of these five inquiries, there was a strong affirmative response with an average of only three undecided and two answering in the negative.

The ninth and tenth questions asked if individual people in the community provided the best source of ideas and information, or a better source than advisory committees. These two inquiries also brought a very positive response; however, there was a slightly higher negative reaction than when inquiring about community groups.

When asked if private groups were more helpful than governmental groups, the responses were divided with the positive answers only slightly greater than the undecided, and those undecided only two more than the negative.

Four questions were designed in the negative for the purpose of checking and comparing the other responses.

These questions were numbers four, sixteen, seventeen and twenty-one. The nearly total response in the negative verified that the administrators were keenly aware of the importance of community linkages. The answers indicated that they acknowledged the need for cooperation, interaction, and perceived that people outside the college were their greatest source of intelligence about community needs.

Questions eighteen, nineteen and twenty asked about sources of information, and ideas that were of help in the performance of the community services function. The positive response indicated that news media, college faculty and administrators all contribute much in the way of ideas and information for classes and programs.

The next six questions covered a variety of groups outside the college, such as former students, senior citizens, cultural associations, women's clubs, business and industrial concerns, and other community people. In all six of these categories, almost all of the administrators of the community service function answered that these were excellent sources of help with ideas for courses, planning and delivery, and providing useful information.

The questionnaire format changed on the next page and asked for numerical information regarding the population of the college district, for indications by numerical groupings of the number of myriad of activities, and for

the range of the amount of participation in their community college. These questions covered the following:

1. Short courses
2. Seminars/workshops
3. On-campus meetings cooperatively planned with outside groups
4. College Speaker's Bureau
5. Campus tours, visitations and banquets
6. Women's events
7. Senior citizen's events
8. Outside groups meeting on campus
9. State, Federal, or district agencies meeting on campus
10. University or four-year college classes held on campus
11. Community Services Advisory Committee meetings

The responses to the above inquiries and the entire questionnaire are listed in Appendix D.

The final page of the questionnaire contained five major questions that required written information. These questions and a summary of responses follow.

Question 1a: The job title of five people you have the most meaningful interaction with regarding the community services function at your college.

Response Summary

Job Title	Times Listed
Other college personnel	50
Community people	34
Other deans	15
College President	13
Academic Dean	9
College Vice President	7

Question 1b: The five organizations, clubs, groups or agencies with whom you have the most meaningful interaction about your community services activities at your college.

Response Summary

Type of Organization	Times Listed
County and local governmental agencies	30
Community music, art, and cultural groups	30
Community Schools	14
Senior citizen's committees or directors	11
Rotary and other civic clubs	10
Local business and industry	9
State agencies	7
Chambers of Commerce	7

Question 1b -- continued

Response Summary

Type of Organization	Times Listed
Michigan Community College Community Services Association	4
Farm, agricultural extension groups	3

Question 2: How do you seek and identify community sources of information in planning and delivery of community services courses, programs, and activities?

Response Summary

Community Sources	Times Listed
Individual personal contacts	15
Community club groups	7
Inquiries in person and by phone	6
Community surveys	5
Newspapers and radio	4
College staff people	4
Governmental agencies	4
Students	1
Committees	1

Question 3: What uses do you make of the interaction with community people and organizations?

Response Summary

Most frequent answers were:

Development of and planning for --

New courses

Workshops/seminars

New programs

New services

Question 4: What are your five best and most consistent sources of information in the community?

Response Summary

Sources	Times Listed
Community and Governmental groups	67
Personal contact with individuals	12
Students	9
Advisory committees	7
Instructors	5
Surveys	2

Question 5: Please list any other helpful sources you work with in your community.

Response Summary

Most respondents made no reply to this question. Those who did answer listed the news media, foundations, adult education groups, service clubs, businessmen, educators, and other individuals in the community.

The last information requested was the respondent's title or position, the years on the present job, the years with the present college and the total years in administration.

The twenty-nine respondents averaged four years at their present colleges and had an average of eleven years in administrative positions.

The longest length of time for respondents on the present job was thirteen years, and the least was only six months. One respondent had spent twenty-five years at the community college where presently employed.

Years spent in administration varied from a maximum of thirty years to a minimum of one year.

The information from this and the preceding sections of the questionnaire provided data which were measured against the previously listed criteria in the selection of the six community colleges for in-depth interviews.

Interview Data and Results

The demographic and socio-economic description of the college districts used in this study, along with the educational and experiential backgrounds of the community services administrators surveyed, are given in this section.

KELLOGG COMMUNITY COLLEGE, Battle Creek, Michigan

This college district consists of one county with a population of 140,000. The district is approximately one third urban, suburban, and rural. The population is heavily blue-collar employees with a ten percent minority and low-income segment. The Vice President of Community Services has been on the job for two and one-half years and has a total of seven years in administrative work. He holds an earned Ph.D. degree with previous educational and business-related work experience.

SCHOOLCRAFT COLLEGE, Livonia, Michigan

The college district of this institution has a population of 350,000 and comprises parts of three counties. The population consists of almost entirely middle-to-upper income Caucasians in a completely suburban area. The Dean of Community Services has been in his present position for four years, has a total of eight years of administrative experience, and holds a Master's degree. Previous work included educational and business experience.

MACOMB COUNTY COMMUNITY COLLEGE, Warren, Michigan

This college district is one county with a population of 640,000. The district is quite complex in its socio-economic makeup as well as the geographic population distribution. The majority of the southern half of the district is suburban mixed in with small towns and widely disbursed shopping malls. Interlaced in the district are a large number of industrial plants almost all of which are automotive in nature. The county population is mainly middle income blue-collar workers. Some professional and office white-collar workers also are located in the district. There is a diverse ethnic mix, mostly made up of Central European backgrounds, and Southern Caucasians. There are very few low-income or black people. The Associate Dean of Community Services interviewed has ten years of experience on his present job with a total of fifteen years in administration.

DELTA COLLEGE, University Center, Michigan

The population of this district is 420,000 and the district consists of three counties. It has a number of large automotive and chemical plants. Most of the population are blue-collar factory employees with some white-collar and professional people, and a considerable number of farmers. The black population is around eleven percent and mostly concentrated in two medium-sized cities. The largest ethnic group is of German ancestry. About sixty

percent of the district is urban and suburban with the remaining forty percent rural. The Dean of Community Affairs has been on his present job for seven years and has a total of fourteen years of administrative experience. His background has been almost entirely educational with only a few part-time governmental working experiences.

C.S. MOTT COMMUNITY COLLEGE, Flint, Michigan

This one-county district has a population of 400,000. Fifty percent of the district population is urban, thirty percent suburban, and twenty percent rural. The college district contains large numbers of Southern Caucasians who migrated to the area during the 1940's. There is also a large Negro population with a few Japanese, Chinese, Italians, Polish, and other Central Europeans. The large blue-collar segment of the population is classed in the middle-income range primarily due to the heavy concentration of automotive industry plants in the district. The Dean of Community Services has been in his position for ten years and has nineteen years of administrative experience.

JACKSON COMMUNITY COLLEGE, Jackson, Michigan

The population of this district is 144,000 in one county which comprises the college district. The county is forty percent urban, thirty percent suburban, and thirty percent rural. The white-collar professional employment is

sixty percent with only forty percent blue-collar workers. There are approximately ten percent blacks, and a very small Polish and Spanish minority population. The average income is in the middle-class range. The Dean of Community Services has been on his present job for two years, and has a total of thirteen years of administrative experience.

These six community college districts have a total population of 2,094,000. The total state population is 8,218,000. Therefore, the population base of the community college districts where interviews were conducted represented over twenty-five percent of the total state population. The demographic information above was gathered in the interviews in order to present a background of the communities against which the methods of linkage establishment could be analyzed and compared. This demographic and socio-economic data was intended to provide another comparison to be used in the study of methods of linkage in the various colleges that were studied.

In order to classify and distinguish certain types of community linkage, these terms are defined as they are specifically used in this research:

> Formal methods of linkage -- committees, councils or groups that are formed for the specific purpose of providing a linkage between the community college and some segment of the community

Informal methods of linkage -- any casual, happenstance, unintended source of information that tends to create a linkage or useful knowledge for community services administrators

Special methods of linkage -- methods other than the formal or informal methods above that are specifically planned and intended to provide a linkage by a special plan or design

Formal Methods of Linkage

A summary of responses regarding formal methods and advisory committees was first reviewed from the tape recorded interviews.

All of the respondents from the six colleges stated that they did not at that time have a general overall community services advisory committee. Two had in the past worked with such a committee on an ongoing basis, and commented very emphatically that they did not feel these committees had been worthwhile. The six colleges' respondents all were forthright with their preference for ad-hoc committees planned for a limited and specific purpose, and for a designated length of time.

One administrator stated that there were several problems with the permanent or on-going type of advisory committee that he had found in his experience. He listed them as:

1. Ongoing committees take a lot of time from the same people over a long period.
2. Such groups are difficult to get together at the same time, particularly if they are large.

3. People seem to run out of ideas and suggestions and unless confronted with a particular problem do not continue to provide new or different thoughts.

4. Some people simply drop away or do not attend, and yet do not resign from the committee. Others want to resign, yet feel duty bound. Some serve in name only and only to have their name listed. Without a system of planned turnover on such committees, you have people who want off and yet don't have any so-called face-saving way off, and others who contribute very little and stay on forever.

5. On-going committees sometimes lose purpose and direction without strong and well planned leadership.

The same administrator, and others interviewed, gave their strong endorsement for the use of limited purpose or ad-hoc committees as follows:

1. Administrators said that committees created for a specific purpose and with a goal and objective both as to the desired outcome and regarding the length of time to be taken are more productive.

2. People will more willingly serve on a committee when there is a definite goal and a definite time limit established for this work.

3. People often desire a way to get off a committee after some length of time, and the ad-hoc committee arrangement provides for this.

4. People feel that they should serve or help in some way, and this gives them the limited way of providing such aid to the college without making it a lengthy and time-consuming activity.

5. Because of the limited objective and time specified for ad-hoc committees, it is possible to get prominent, busy, successful community people to serve on such a committee when they could not or would not commit to a longer period of service.

6. Community people who have a rewarding experience on an ad-hoc committee are more likely to agree to serve in the future, particularly if the meetings were well conducted and stayed within the goals and objectives of the committee as originally designed as well as within the time frame planned.

The method of selection was also discussed with several of those interviewed. One Dean of Community Services stated that he had as a practice contacted one person in the community whom he felt had the desired knowledge and background to serve on the needed advisory committee. He then asked this person to recommend and obtain one or two others whom he felt qualified in the particular area to be analyzed by the committee. In turn each of the people he selected would also select one or two more persons, and the process would stop at this point. At this time the committee would be somewhere from three to seven in size, and this dean felt that such size was adequate; his experience had been most favorable working with a small committee of from three to seven people. Other administrators expressed great concern regarding the size of the committees, with the majority heavily favoring small committees that had been carefully selected to obtain the most knowledgable and cooperative people possible. In some community colleges the administrator in charge of community services handled all of the selection for advisory committees. One college went through a formal selection and approval process culminating in a written letter of appointment from

the President of the college. Some colleges were not so formal in the process of selection, but several of them did make the appointment official by a letter from the Dean of Community Services. In making contacts with committee members for meetings, there was complete agreement that the best means was by telephone rather than letter. This enabled the rearranging of any meeting if too many committee members had conflicts and could not attend.

Most of the administrators interviewed stated that they often used other administrators or faculty within their college to serve either as members of advisory committees or as resource persons. This procedure was used to obtain information, experience and advice in specific areas or disciplines.

Most of the college administrators had at one time or another in the past worked with large ongoing advisory committees with a general objective of giving advice either for the entire college or for the community services division. There was unanimous agreement by the administrators interviewed that these committees had slowly been abandoned due to the lack of meaningful and productive input to the college. Two of the colleges, however, were in the process of forming new overall Citizen's Advisory Committees in the forty-to-sixty-member size. The reason expressed for the formation of these new committees was to help the top college administration get reactions and in-

sights from the community as to the direction and goals the community desired for the community college. These committees were designed for this specific purpose and were intended to last from six months to one year.

It was repeatedly emphasized by the administrators interviewed that there was a strong trend away from large on-going committees for community services divisions. They all preferred special ad-hoc advisory committees with definite goals and limited time frames.

Informal Methods of Linkage

Informal methods of obtaining both community and college input for the community services administrator were explored in all of the interviews. A large number of the administrators expressed a very wide and diverse number of sources for informal input that was actually meaningful and helpful to them. Some of the most frequently named informal sources were:

1. Instructor applicants with course ideas
2. Present and former instructors
3. Present and former students
4. Student course and workshop evaluation forms
5. College administrators
6. Full-time and part-time college faculty
7. Community agencies such as Social Services, Michigan Employment Security Commission, Aging Agency, Chambers of Commerce, and action groups.

8. Local newspapers, radio and television
9. Civic and service clubs
10. Citizens who call the college expressing a desire for new courses
11. Friends, neighbors, and relatives in the community
12. Personal acquaintances such as barbers, store managers, service club members, or friends at church coffee hours
13. Meetings of state organizations such as the Michigan Community College Community Services Assocation
14. Business and industrial concerns
15. Casual and unexpected people in the community

At two of the six colleges, administrators expressed an interest in further surveys and placed faith in the value of past surveys of the community. Administrators of the other four colleges expressed a complete lack of faith in the value or importance of surveys for truly worthwhile community services input.

At one college the Dean of Community Services said that area community school adult education directors gave him many informal ideas and suggestions as they met individually as well as in monthly meetings with all of these directors.

Another dean expressed great value in visiting the offices or having lunch with businessmen and agency personnel of the district. Administrators at two colleges said that they had frequently hosted a luncheon on campus

for business executives and civic leaders. These luncheon meetings were devoted to interaction regarding what the college was doing and might do for such groups, or the community in general. Emphasis at these luncheons was also placed on input as to what these area leaders felt that the college could do for their particular enterprises.

At one college the Vice President of Instruction expressed his view that great value came from the monthly meetings of all the community college deans in that section of the state. He said that while many ideas did not appear on the agenda, they did evolve out of informal discussions at lunch time. Many of those interviewed expressed repeatedly that the best sources of community information and needs assessment came from their many informal contacts in the community.

One community college president encouraged his administrators to belong to service clubs in the area. He felt that valuable contacts and communications were thereby established and maintained.

Another community college president obtained ideas and suggestions at the weekly Rotary Club meeting which he then passed on to other college personnel for consideration and possible action. Area agencies dealing with the elderly were mentioned at three colleges as being helpful sources of information.

All of those interviewed were of the opinion that individual people in the community were definitely the overall best source of information. One dean expressed his opinion that he could not identify the best source since he viewed his sources of input the same as the ropes that held a gondola under a balloon. His feeling was that it was impossible to say which rope was the most important.

Special Methods of Linkage

Special methods of linkage establishment and continuance with the college district constituency were a matter of concern for administrators in several of the colleges visited for interviews. The most important of those special methods listed by the administrators interviewed were:

1. Administrators should plan and schedule visits to area business and industry on a regular and continuing basis
2. Community services administrators should schedule at least two days a week to be in the community making calls on agencies and individuals to obtain input
3. Colleges should have a staff whose primary purpose is to make contact with area community people
4. Community services division personnel should develop a "mind-set" for searching and sensing community needs and problems to which the community college can respond

Two administrators expressed the viewpoint that every effort should be made to make public presentations outlining the capabilities of the community college with

particular emphasis on the community services function. These administrators felt that such presentations throughout the community should be a special program over a period of time to ensure the dissemination of such information as widely as possible. Following such a program these administrators felt it was best for the community college to await contacts coming to the college from the community.

Goals and Missions for Community Services

The community services and other administrators interviewed expressed the following goals and missions of the community services division of community colleges:

1. To be an outreach from the traditional approaches in education
2. To provide every kind of educational related service to the entire constituency
3. To be that part of the community college that is most responsive to community needs
4. To provide those activities of the college that are not regular college academic courses
5. To expand educational opportunities beyond the traditional time, place and programs normally associated with institutions of higher learning
6. To provide lectures, concerts, film series, art exhibits, seminars, workshops, conferences, public information programs, campus tours, and short courses
7. To develop and generate needs and interests for which the community itself has not yet become aware, to look ahead and anticipate future needs and do something to fulfill those needs

8. To discover or even create community needs and then create responses to those needs

9. To explore ways to have life-long learning become a way of life for the people of the community -- fitting the learning programs that people need to the lifestyle of the students

10. To provide broad-based educational services

11. To pull the community into the college and also to push the college out into the community, bringing the two together

12. To provide a wide range of continuing educational opportunities to as diverse a group of people as possible

These goals as expressed indicate the importance of linkages with the community.

Most Common Practices for Linkages

The most commonly used practices for meaningful linkages that were expressed as most significant by the administrators interviewed were:

1. Personal contacts with individual people in community agencies or in positions of leadership in the college district

2. Contacts with representatives of area agencies and businesses, public and private, who have officially and formally expressed educational needs of a specialized nature that the community college might provide

3. Interaction with instructors, or those who had been instructors, or those citizens who had been or wanted to be students, were found to be highly productive with new and valuable conceptions that could be used by constituent groups once they were properly planned and packaged by the college

4. Knowledge obtained and used about the complex community structure and identification of community leaders

5. Information and ideas provided by other college administrators in their own institutions along with full-and part-time faculty and secretaries.

6. Input from the adult education directors and their advisory committees

Administrators said that it was necessary for them and their staff to be in the community as much as possible. The method of accomplishing this ranged from simply attending meetings and listening whenever in the community to having a plan of specific assignments and visitations with businesses, agencies, and other sources of worthwhile information. It was significant that almost all of the community services administrators mentioned that the greatest obstacle to their getting out in the community was the number of meetings on campus and the amount of reports and paperwork that crossed their desks requiring considerable time, effort, and action on their part.

Community services deans indicated that their jobs required them to attend meetings of a great variety at various times both day and evening on campus and in their college districts. Participation in and attendance at these meetings was deemed important by both the deans and their immediate superiors. Many requests and assignments to participate in community meetings were passed on to

Deans of Community Services by college presidents as well as the deans' own immediate superiors.

Deans of Community Services and the Vice Presidents of Instruction who were interviewed all expressed the feeling that deans were reasonably free to make their own decisions regarding courses of action and responses they would provide to requests from the community. Repeated mention was made of this freedom to act; however, it was usually prefaced with comments concerning budgetary controls.

Similar and Dissimilar Methods of Linkage

In reviewing the interviews it was apparent that there were similar and dissimilar methods of linkage used by community services administrators. The most similar method of operation was to keep in almost constant contact with a variety of individual people and community agencies throughout the district. The administrators expressed the need to keep advised and informed through the local media of community events and potential community problems that might possibly involve or lead to educational needs.

Administrators had a wide variance of opinions as to the value of surveys and as to the degree of importance of the information provided by advisory committees. There was a very definite movement away from continuous or on-going types of advisory committees. The use of ad-hoc advisory committees was universally agreed upon as the best

method in dealing with this particular part of the community linkage program.

Three of the six community college districts visited for interviews were heavily involved in cooperative educational programs with the area community schools. The other three had very little if any combined or cooperative educational programs with area schools. These latter colleges disclaimed any important value of the community schools as a resource for the community college program.

Another difference in method of procedure was in the time and effort spent making contacts in the community. While some administrators felt that speeches and other informational methods should be used to inform the community of the services available, other administrators felt it more worthwhile to keep up an active personal contact program.

The administrators expressed concern about programs that either had not been developed or were perceived as needed with no action forthcoming, such as programs for the aging and the agricultural community.

It was unanimously mentioned that new and more efficient methods of ascertaining the communities' needs and desires for special educational commitments by the community college were greatly needed. None of the twenty-one administrators interviewed expressed any significant ideas for new techniques or methods of community linkage.

However, they expressed their interest in increasing their own efforts toward improved linkages with the community.

Concerns and Suggestions of Respondents

The interviews covered concerns and suggestions the administrators being interviewed would share with other community service administrators, suggestions they would make to college and university professors teaching and preparing administrators for community colleges, and also new or different methods of community linkage they could suggest. The responses are summarized next.

The first administrator advised community services staff to spend time in the community developing and nurturing linkage relationships. He further stated that the staff must intimately know their own particular college district. His advice for university professors was to give their students actual participating field experiences and for the professors themselves to learn from the community services people at the community college. He further suggested that the professors at the university invite practitioners to come to the university as lecturers and resource people. His new or different suggestions for linkages were to attend and participate in community events and to develop contacts with all areas of the community.

Another administrator responded that community services divisions must have or develop the support of the top administration of the college and keep in constant com-

munication with those people to keep them informed of what they are doing and why. He also said that they must stay knowledgable about what is happening in the legislature, about new trends such as the Continuing Education Unit, and about how these developments would effect the community services function. Mention was also made of the need to develop a mutual trust and cooperation with other segments of the college. In advice for university professors, he suggested that the professors need to understand the community services function and what is going on in community education in the various colleges and community schools throughout the state. He further expressed the need for teaching potential community college administrators about special needs, such as counseling for the more mature students that are now populating the community college campus. He further expressed the need to put a "humanizing process" into the total operation from registration through final grading and the graduation program. In responding about new and different methods of community linkage, this administrator felt that students should be used more effectively to communicate to the community information regarding courses and programs that were available. He strongly emphasized the need to develop new ways of communicating necessary information to the people throughout the college district.

The third administrator expressed the need for the community services administrator to be innovative and willing to spend long hours in performing his job. He felt that university professors should have a greater understanding of the community college and of the community service function to impart this knowledge to students of community college administration. This administrator stressed the importance of delegation at all levels of administration. While he had no suggestions as to how the linkages could be improved, he felt that it was important for the Dean of Community Services to continually make great effort to increase the many sources of linkage for the college throughout the entire college service area.

Another administrator stressed the need for community services personnel to be aware of the hierarchical problems and bureaucratic structure of the institution and prepare themselves to deal with this time-consuming problem. He felt that university professors should warn potential administrators of the complex systems and roles found in community college operations. He also suggested that administrators avoid "turfdom" battles and the "stodginess" of the organizational structure to stay free to develop and institute new programs that could later be transferred to various academic divisions.

At one college, a top administrator expressed the opinion that community services administrators need to

develop a good product, work with all possible marketing means, and sell the program widely. He said that the staff must be creative people ready and willing to use an exploitive approach and not just be a "mechanic." He stated that the dean must be a courageous person and have a staff that "jabs him in the back" all the time to do a better job.

An Associate Dean of Instruction expressed the importance of better communications throughout the entire community services effort. This should be a communication effort made both within the college and externally. This dean expressed a need to work closer with academic areas of the college in a cooperative manner. She also felt that the community services function was the most exciting activity on the campus and should be left innovative and flexible.

On the same campus another dean expressed the opinion that the community services division is the most varied and challenging type of work on their campus. He noted that they must deal with all kinds and levels of people and keep in touch with these people in the community and on campus. He expressed the view that it was a demanding and versatile job and anyone performing it should not have a set mind or set ideas. He suggested that there needs to be an internship experience in community services of at least one year in length with credit by the university and a stipend to defray expenses by the community college. He also felt that

field trips and lectures were worthwhile and that both should be used, not just one or the other. The same administrator emphasized going into the community and seeking their needs and also reaching new groups such as the incarcerated, hospitalized, handicapped, homebound and others who have not yet been reached with community services by their college.

A community services administrator with several years of experience stated that his advice for others would be to keep their eyes and ears open, talk to everybody they could, and keep an open mind. He further stated that such a job required maintaining a "thick skin" and developing the ability to think in terms of the people in the community and their needs and desires. He emphasized that there was an important difference between needs and desires. It was his opinion that it was a prime duty of community services to make every effort to meet these needs. In giving his advice for university professors, he suggested that they attend the state meetings of the Michigan Community College Community Services Association and the Adult Education Association as well as visit community colleges on a regular basis. He felt that visitations by classes from the university to the community college campus could have some value, but that a lecture with sufficient time for questions and answers at the university by a community services dean would be most beneficial.

Other administrators on the same community college campus expressed a need to develop within the community services group a team effort to deliver services to the people. These administrators mentioned that since there was usually a limited staff available it was important that they be efficient and effective in every way possible. One of these administrators stated the need for new and different systems to deliver contracted services to community groups that would meet specific needs. He also felt that someone should be in the community "beating the bushes" with industry and business on an almost daily basis.

On still another campus the community services administrator expressed his feelings that one should never sell the people in the district short and that there should not be so much effort used to establish the linkages and input that there isn't time left for adequate planning and execution of the programs. On this same campus a vice president said that his advice for community services administrators was that they should be receptive and responsive to all suggestions given to them and that they must, in the final analysis, be the judges of what could be done. He added that it was important for community services divisions to respond to all requests in some way even if they could not provide the desired services. This vice president expressed serious doubt that any university could prepare a person to be a community college administrator. He stated that he

felt they had to be a special breed of person and that they could not learn what they needed to know in any course. He added that the community college administrator had to be aggressive but not repulsive. He expressed the need for the community services administrator to be an extravert and to relate to new people and new ideas eagerly and responsively. He added that administrators for community services needed a very wide experiential background and should not be afraid to fail or only offer some courses one time, never to be offered again.

A new administrator on the same campus expressed great concern that she and others needed an extremely well developed listening skill to work with various community people. She expressed that it should become a part of one's "mind-set" to develop the ability to distinguish between what people are saying and what they really mean. She felt that new and different programs could be offered in the area for aging and for parents and potential parents in their college district by creating new linkages. She summed up her comments by stating that the entire community college concept was extremely exciting because it provided something for almost everybody and truly brought to life the process of lifelong learning.

Summary

Careful analysis of the questionnaire responses clearly revealed that all of the community services adminis-

trators recognized and placed great value on community linkages. All respondents expressed their high regard for all types of interaction with community people and organizations.

The methods and means of establishing and developing community linkages brought out a variance of responses. This was verified in the interviews and explained by the interviewees as resulting in different methods of operation because of:

1. The demographic and socio-economic makeup of the college district
2. The goals and objectives set for the community services division by the trustees or president of the college
3. The experiential background and size of the community services professional staff, combined with the physical plant and budgetary limitations of the institution

Respondents credited a variety of their own colleagues as highly contributory with meaningful interaction about the community services function. They also listed a large number of community people as helpful in this regard.

The variety of other-than-college interaction indicated that local and county governmental agencies, along with music, art and cultural groups of the community, were great linkage resources. Less meaningful, but repeatedly listed were: community schools, senior citizens, civic and service clubs, and area business and industrial concerns.

While individual contacts of an informal nature were most often named, the largest number of such contacts came from community and governmental agency sources.

The individualized nature of most of the linkages at all of the colleges was highly significant. The need to have the community services staff constantly reaching out in the community was also repeatedly stated.

A great number of those who answered the questionnaire stressed community organizations, newspapers, and service agencies as valuable idea and linkage sources. The interviews generally supported the same fact and amplified it. An added factor brought out in the interviews was that individuals within the community organizations were far more valuable with ideas than the formal organization itself.

These findings, when coupled with the advice interviewees expressed for other community service administrators, develop even further some significant points. These conclusions are the experientially founded opinions of people with considerable time practicing this very highly specialized profession.

The most often stated and significant conclusive suggestions were:

1. Spend time in the community
2. Attend and participate in community meetings
3. Be innovative; be courageous
4. Be an exploiter with a "mind-set" that searches out and seizes upon educational opportunities
5. Be a good communicator and develop listening skills to understand the essence of the community

6. Keep your mind open and alert to people's needs and be service oriented

7. Be receptive and responsive, using a creative touch whenever possible

Using the above suggestions within the framework of the three guiding major controls on operation of a community services program which were previously listed in this section, it was quite conclusive that there was far greater similarity than dissimilarity in the methods of linkage. The major dissimilar methods were inherent in the unique structure of the district supporting and served by each community college. Therefore, it was impossible to completely duplicate community services linkage methods successfully from one college district to another. It was, however, quite possible to use similar principles adapted to the personalities of the people and the individualistic character of the communities being served.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This has been a descriptive study of a comprehensive problem that challenges community college administrators continually. The problem is -- What are the most effective ways for community college administrators responsible for the community services function to establish and continue meaningful linkages between the college and the community?

The literature is adequate in defining the parameters of the community services function for community colleges. It also expresses the importance of interaction between the college and the whole community, yet there is no description, plan, or definition of how this linkage can best be accomplished.

This investigative research was designed to discover the effective ways currently in use by selected comprehensive community colleges in Michigan. The study was planned to ascertain which methods were considered best by the community college administrators charged with the community services function. Another purpose was to find if there is a common pattern or set of practices that are generally accepted as the best and most effective by most community colleges.

The study proposed to obtain ideas, suggestions and advice from administrators about the personal qualities perceived as required for successful community services program administration, as well as the best methods to accomplish the linkage functions. These methods were categorized as formal, informal, and special.

The study was undertaken by using a questionnaire distributed by mail to all of the twenty-nine public community colleges in Michigan. All of these colleges responded. Six colleges were selected because of their active and broad-based community services program for further study by interviews with their administrators. These six colleges' community services operations were varied in nature, served a large number of people, and sought to have linkage in many ways with their college districts. All of these selected colleges met the established criteria as briefly described above.

Interviews were conducted using an interview guide with twenty-one administrators on the campus of the six selected colleges.

The questionnaire and interview responses were summarized, analyzed, and reported in the previous chapter and in the appendices.

This chapter will summarize the findings, report the conclusions, and make recommendations.

Summary of Findings

The findings of this study are synthesized in this section for brevity and to provide in condensed form the most significant results.

All participants in the study were in agreement on the continuing need for community linkages that produce interaction with all segments of the population. Efforts are being made in a variety of ways to meet this linkage and communication challenge. The heart of linkage is in the person to person interchange to identify needs and create innovative, satisfactory responses.

Important factors that tend to guide and sometimes limit the scope of both linkages and programs are: (1) the population, economic and societal make-up of the college district, (2) the ingenuity, ability, and zeal of the college staff, and (3) the community and college leadership as expressed in policies and budgets for community services.

The opinions of all experienced administrators interviewed outlined several desirable characteristics for community services administrators. These were:

1. Creativity
2. Innovativeness
3. Open-minded attitude
4. Responsiveness
5. Courage

6. Good management skills including communications, marketing, advertising, and promotion

7. Aggressiveness

These characteristics were viewed as important for both internal college responsibilities and for the community linkages function.

Linkages with the community were viewed as extremely important because many community services are new, pioneering, different, untried and non-traditional.

Administrators should not be afraid of some failures. They should consider failures as learning experiences and use such lessons to change the direction of their efforts and continue undaunted, realizing that the end result may be to turn the program over to other divisions of the college.

Community services administrators recognize and have concerns about areas where they have been unable to create successful linkages and results.

Community surveys as a linkage method have serious limitations. Lack of sufficient staff and funds limit the ability to repeat surveys frequently enough to provide updated data in an ever-changing society.

Many administrators admit that their decisions are often based on their personal knowledge, intuition, and sensory perceptions. These administrators also admit that while this is not very scientific, it does work reasonably well for them.

The whole process of establishing valuable and continuing community linkages is generally viewed as a learning experience of Gestalt-like nature.

The heterogeneous community that spreads out like a mosaic in each college service area requires an aggressive and results-oriented attitude if quality educational responses are to be delivered.

Where the desired linkage process has worked well and the flow of ideas and helpful information is ongoing, the relationship can be termed Gemeinschaft-like. This type of relationship tends to be spontaneous much of the time; and the interaction and outcomes are often rewarding, stimulating, and productive for all parties involved. The intellectual rewards are usually mutually beneficial to the seeker and the provider of the linkage. Administrators often expressed that a true colleaguesmanship develops in the process of forming, and also in the continuance of, linkages with the people of the community.

All administrators said that college personnel need <u>to be approachable</u> by community people, and to also <u>actively approach the people</u> in a neighborly way to create linkages.

There is a need for the open door comprehensive community college to be an open college in response to citizen's linkage efforts. Many successful linkages tend to lead toward other linkages.

Informal linkage methods were universally pronounced as much more meaningful than the more formal methods through various official organizational channels.

Conclusions

The preceding section has presented a summary of the findings of this study. In the preceding chapter there is a detailed report of responses to the questionnaire and the interviews. Based on the data previously reported, these general conclusions can be made:

1. It is necessary for administrators to have a thorough understanding of the composite mix of people and organizations in their community college districts to develop and continue the best linkages

2. Productive linkages must be established and maintained to best respond to and understand the educational, cultural, and other needs of the community college district

3. The most effective ways for community services administrators to establish and continue valuable linkages is through people in the district in an informal manner

4. To develop realistic methods to identify and locate key people, administrators need to proceed in a systematic way to create linkages with these people in the college district

5. Administrators need to continually study the demography and socio-economic facts for the college district, and always be aware of the changing capabilities and limitations of both the community college and the community

6. To provide linkage continuance requires a receptive and responsive attitude in a friendly manner by college personnel in campus settings and in the community

7. There is not a best way to develop and continue linkage. A variety of methods, each fitting a particular situation are necessary including such linkages as advisory committees, community surveys, participation in civic clubs and community interest groups, and service to non-college organizations

8. Linkage establishment often requires active and aggressive effort over prolonged periods of time

9. The creation and continuance of a complex variety of community linkages by sustained efforts provide a wide range of resources to the college for planning and delivery of needed educational services

Recommendations for Future Linkage and Research

The problem studied in this research exists daily in many forms as a challenge for community college administrators. The twenty-one administrators who were interviewed and those twenty-nine who responded to the questionnaire all expressed their best suggestions for improved linkage. These suggestions consisted of: (1) advice and recommendations for their peer group, (2) advice and recommendations for university and college professors teaching community college administration classes, and (3) recommendations for improved performance and linkage.

For the peer group the major recommendations were:

1. Deans of Community Services must be somewhat like politicians and statesmen in their analysis, insight and contacts with all segments of society

2. There is a need for increased staff and funds for most colleges to increase and broaden the multitude of linkage opportunities that are yet untouched

3. The unique make-up of each community college district, coupled with the desire of people for local higher education in the very broadest sense, calls for the highest type of responsive service and linkage

4. The complex organizational and financial structure of community colleges and the communities they serve require broad practical business and educaional training for all who desire to enter the field of community services at public community colleges

5. Community services divisions by nature and function are closely related to the Institutional Research and Development activity, and also to the Professional Staff Development activity. It is suggested that these areas of responsibility should be included in the community services and continuing education function at community colleges

6. Traditional-minded academicians and traditional types of policies should not be permitted to stifle the linkage potential and creativity of community college administrators

7. The entire community college staff should be oriented in the concept of community services as a means of expanding linkages within the college and in the community

Recommendations for university and college professors were:

1. Professors should visit community colleges frequently and update themselves on the newest techniques and methods in use

2. Professors should invite Community Services' Deans to their university classes as guest lecturers and resource persons

3. Professors should teach Mathetics (the science of the behavior of people learning), placing emphasis on adult learners

4. Professors should take their classes on visits to community colleges and spend sufficient time with administrators to make their visit a learning experience

5. Professors should design and develop cooperative arrangements to have internships of at least one academic year at community colleges for administration students

6. Professors should be invited and urged to attend area, regional, state, and national meetings of community college organizations and associations

7. Professors should include more business, budget, public relations, and marketing courses for students of community college administration

Recommendations for Research

One suggestion for future research is that others do additional studies on linkage methods. Such research efforts could be carried out by both individuals and associations concerned with community services in community colleges. Studies in a number of geographic regions over a period of years would be beneficial.

Another recommendation is that experiments and studies be carried out in a program of orienting entire community college staffs in the concept of community services and linkage establishment and continuance. The development of such an overall effort by secretaries, faculty, and administrators, along with effective use of the results, could provide and increase valuable linkages. Community response and reaction to the above program by a community college could be the subject of another study.

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APPENDIX A

COVER LETTER AND QUESTIONNAIRE

Dear

You have some important information that is needed. I'm working on a doctoral dissertation and project that will be shared with you and the Michigan Community College Community Services Association through the Research Committee. This information can be both informative and helpful to you and all concerned.

Will you please complete the attached short survey--giving me your best possible input. Return the survey in the stamped return envelope within the week if at all possible, please.

Your response will not be identified with you or your institution in the compiled results and you will receive a copy. The response will be used anonymously in my research results, and doctoral dissertation.

Thank you for helping.

Sincerely,

Charlie K. Field, Dean
of Continuing Education
and Community Services

CKF/ct
Attachments

COMMUNITY SERVICES SURVEY

OF THE

COMMUNITY COLLEGES IN MICHIGAN

OBJECTIVE OF THE STUDY

This research study is intended to determine what are the most effective ways for administrators, of the community services function, to establish and continue meaningful linkages between the community and the college. The providing of input for the planning and delivery of desired educational activities is of prime interest to community college administrators.

By linkages is meant: connections, bonds with, ties to any and all community people, either individually or in groups, private, public, civic or others. The primary interest is in you and your linkages with your community as you perform your professional work.

INSTRUCTIONS

Please read the response scale at the top of the next page and check in Columns A, B, C, D, or E accordingly on pages 1 and 2. In the Specific Facts section on page 3, please give your best estimate. These indicators of activity will be helpful for further research by personal interviews with some of you at a later time. The final five questions require some brief writing on page 4; please complete this part, too.

If you want to add a brief statement or comment that will provide additional information on the topic of this inquiry, please do so on the back of the last page.

RESPONSE SCALE	A. I strongly agree B. I agree C. I am undecided D. I disagree E. I strongly disagree

		A	B	C	D	E
1.	Community linkages are very important to me in my Community Services job.					
2.	Community input is meaningful to me in planning.					
3.	Community input is meaningful to me in delivery.					
4.	Community cooperation is of little help in my work.					
5.	Citizen's Advisory Committees provide the best means for information and ideas.					
6.	A Community Services Advisory Committee provides a great inpouring of ideas and aid to me.					
7.	Community organization and associations are of great help.					
8.	Community School people provide valuable assistance and help.					
9.	Individual people in the community provide my best influx of ideas and information.					
10.	Individual people are a better source of input than advisory committees.					
11.	Chamber of Commerce officials are a good source of information, and suggestions.					
12.	Political divisions of government such as Social Services, CETA, MESC in my area are very helpful with new ideas and information.					

		A	B	C	D	E
13.	Civic Clubs provide a lot of meaningful ideas and aid to Community Services					
14.	Private groups are more helpful than government groups for input.					
15.	Area K-12 school people are helpful with program planning and class delivery for our community services classes.					
16.	Community input is not helpful to me in planning and design of classes or other programs.					
17.	Few people outside the college perceive the educational needs of the community.					
18.	Newspapers and other area news media provide ideas and information that help me.					
19.	Our faculty contribute many ideas and information for classes and programs.					
20.	Administrative personnel of the college aid with the inflow of helpful ideas.					
21.	Linkages within the college are more help than those in the community.					
22.	Present and former students provide information and suggestions for courses.					
23.	Senior Citizens groups or individuals enter into the planning and delivery of courses.					
24.	Cultural groups such as music, drama and art associations work with us and cooperate on programs.					
25.	Women's Clubs or individuals in such groups give us ideas and useful information.					
26.	Business and Industrial concerns or individuals provide great input.					
27.	Many curriculum, program, and course ideas come from community people outside the college.					

FOR MORE SPECIFIC FACTS

In the 1974-75 school year - (July 1, 1974 to June 30, 1975) - how many of the following types of activities was your college involved with (both on and off campus) and how many people participated as students, audience or attendees? Please give your very best estimate.

What is the total population of your college district? _____

PLEASE PLACE A CHECK MARK IN THE APPROPRIATE SPACE		No. of Activities					No. of Participants				
Note the different number of categories →		A	B	C	D	E	A	B	C	D	E
		0-50	51-100	101-250	251-500	501-1000	0-100	101-250	251-500	501-1000	1000 & up
1. Total short courses	1.										
2. Total Seminars/Workshops	2.										
3. Total other on-campus meetings Cooperatively planned with outside groups	3.										
4. Total college speaker's bureau presentations	4.										
5. Total campus tours, visitations by groups, banquets & other similar events held on campus	5.										
6. Total Women's events held by community services, or your college	6.										
7. Total Senior Citizen's events held by community services, or by the college	7.										
8. Total of outside groups, clubs that had meetings on your campus	8.										
9. Total state or federal or other district agencies or groups who held meetings on your campus	9.										
10. Total University or four-year college classes held on your campus	10.										
11. Total of all community services Advisory Committee meetings on and off campus	11.										

THE FINAL FIVE QUESTIONS

1. Please list the Job Title of five people with whom you have the most meaningful interaction regarding the community services function at your college -

a. (1) _____ (4) _____

(2) _____ (5) _____

(3) _____

and the five organizations, clubs, groups or agencies with whom you have the most meaningful interaction about your community services activities -

b. (1) _____ (4) _____

(2) _____ (5) _____

(3) _____

2. How do you seek out and identify community sources of input to aid you in planning and delivery of community services programs, courses and activities?

_____

_____

_____

_____

3. What uses do you make of the input from & interaction with community people & organizations?

_____

_____

_____

_____

4. What are your five best and most consistent sources of input from out in the community?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

5. Please list any other helpful sources of viable input for you with work in your community.

_____

_____

_____

Your title or position _____ Years on present job _____

Years with present college _____ Total years in administration _____

Please send this survey back in the stamped return envelope today and accept my sincere THANKS

APPENDIX B

INTERVIEW GUIDES

Interview Guide - A

A. Background Information

1. What is the geographic area of this college district?
2. What percentage of this district is urban, suburban, and rural?
3. Please describe the cultural and socio-economical makeup of the district.
4. To what segments of the population in this district are your community services programs primarily directed?
5. Please describe briefly your educational and experiential background and how you feel it relates to your present job.

B. Community Services Programs Areas

1. How do you define community services here at this community college?
2. Briefly describe the programs in the community service function.
3. Do you have advisory committees for certain programs? If so, for what specific programs? If not, do you have a general community services advisory committee with the entire program area as its concern?
4. How many people are on each of these advisory committees and how are they chosen?
5. Do you have other administrators or faculty members on your committees? If so, how are they chosen?
6. Are there any community groups that you meet with who give you advice on your community services programs?

C. Individual Activities

1. Please describe your major activities that you perform on a day-to-day basis.
2. What type of activities that you participate in have you found to be most effective in obtaining input about community needs for your community service program?
3. What community clubs or organizations do you belong to and attend fairly regularly?
4. What community committees, study groups, task forces, etc., do you participate in?
5. Does your superior or other college administrators request or assign you to participate in community activities or functions? Please name some.

6. What is your personal experience with advisory committees, and have they played a primary role or not in the development of your program?

D. Community Needs Identification

1. What has been your best and most consistent method and source to identify needs of the community that you can respond to?
2. How do you evaluate and decide whether to initiate a community services program in response to an identified need?
3. How much does the attitude of the college and the community affect your decisions?
4. Who are the people involved in:
   a. the needs identification process
   b. the decision-making relative to the initiation of a need response
5. Please comment on any particularly successful and any unsuccessful ventures you have experienced.
6. Has the change of personnel in community organizations or agencies had any effect on your needs identification?
7. What has been your best informal source of input as to community educational needs?
8. What do you see as the major restraints on community participation with the college both as advisors and as students?

E. Personal Comments and Advice

1. Calling on your experience in recent years, please comment on the following:
   a. What advice would you share with other administrators of the community services function elsewhere?
   b. What suggestions can you make to professors preparing community college administrators regarding the community services function?
   c. What new or different approaches would you suggest that should be tried to establish and maintain community linkages for community services in community colleges?

Interview Guide - B

A. Background Information

1. What is your job title and what is your responsibility for the Community Services Function?
2. What do you feel is the goal and mission of Community Services for this college?
3. Please describe the cultural and socio-economic makeup of the district.
4. To what segments of the population in this district are your community services programs primarily directed?
5. Please describe briefly your educational and experiential background.

B. Community Services Program

1. How do you define community services here at this community college?
2. Briefly describe the programs in the community service function.
3. How much time per week on the average do you devote to supervising or advising on Community Services?
4. Do you give a lot of input to the administrator of Community Services?
5. What area of programs would you like to see Community Services develop that they now are not into?
6. Are there any community groups that you meet with who give you advice on your community services programs?

C. Individual Activities

1. Are there any individuals you have found to be good sources of input about community services programing--either needs or results?
2. What type of activities that you participate in have you found to be most effective in obtaining input about community needs for your community service program?
3. What community clubs or organizations do you belong to and attend fairly regularly?
4. What community committees, study groups, task forces, etc. do you participate in?
5. Does your superior or other college administrators request or assign you to participate in community activities or functions? Please name some.
6. What is your personal experience with advisory committees and have they played a primary role or not in the development of your program?

D. Community Needs Identification

1. What has been your best and most consistent method and source to identify needs of the community that you can respond to?
2. How do you evaluate and decide whether to initiate a community services program in response to an identified need?
3. In approving or not approving a course or program for Community Services, how much weight do you give to the attitude of the top administration or board of the College?
4. How much weight do you give to the perceived attitude of the community in such decisions?
5. Please comment on any particularly successful and any unsuccessful ventures you have experienced.
6. What has been your best informal source of input as to community educational needs?

E. Personal Comments and Advice

1. Calling on your experience in recent years, please comment on the following:
   a. What advice would you share with other administrators of the community services function elsewhere?
   b. What suggestions can you make to professors preparing community college administrators regarding the community services function?
   c. What new or different approaches would you suggest that should be tried to establish and maintain community linkages for community services in community colleges?

Interview Guide - C

A. Background Information

1. What is your position, and what is your relationship to the college and the community services function?
2. What is your educational and work experience background?
3. What prompted you to become involved or interested in the community services activity?
4. What activity of the college community services program interests you most?
5. What do you feel the goal and mission of Community Services is or should be?
6. What community services activities do you feel are most beneficial to the community?

B. College-Community Relations

1. Do you feel that the college seeks input from the community?
2. How do they obtain community input?
3. Do you feel that the college Community Services people usually respond or not to community needs?
4. What things do you think the Community Services Division at the college should do that they now are not doing?

C. Community Needs Identification

1. What are the best sources of continuing input that the Community Services people should pursue--such as certain individuals, advisory committees, civic clubs, community agencies, or governmental units or agencies?
2. Who are the people in your community that you feel could best provide helpful ideas and advice on planning and delivery of community services programs?
3. What methods and means would you suggest as ongoing ways of identifying community educational, cultural, or recreational needs that the college could use? (research by mail questionnaires - phone surveys - door-to-door surveys - random inquiry, etc.)

D. Personal Comments and Advice

1. From your knowledge and experience, please comment on the following:

a. What suggestions or advice do you have for community college administrators on how they and the college can better serve the community?

b. What new or different courses or programs would you like to see offered?

c. Any other comments you can make?

APPENDIX C

LETTER REQUESTING INTERVIEWS

Dear

Your institution has been selected as one of the six community colleges in Michigan with a very active and outstanding Community Services Program.

Our study is designed to establish what are the most effective and efficient methods used by community colleges to institute and continue meaningful community linkages for Community Services program planning and delivery.

The study would only require that three people grant a one-half hour interview to Charlie Field, our Dean of Continuing Education and Community Services.

We would be most pleased to have your participation in this important study. The people to be interviewed are: (1) Community Services administrator, (2) his immediate supervisor, and (3) one other person on your campus or in the community who is interested and knowledgeable about your Community Services program. You or your administrators can recommend the third person. The interviews will follow a written guide provided ahead of time to those interviewed.

Confirmation by return mail would be sincerely appreciated as Mr. Field is now attempting to establish a visitation schedule. In addition, we would like the names of the above requested people so Mr. Field can contact them for dates and send additional information.

Thank you for your kind consideration. Final results will be shared with your institution.

Warmest personal regards.

Cordially,

Dr. James L. Lehman
President

APPENDIX D

SUMMATION OF QUESTIONNAIRE RESPONSES

(SUMMATION OF RESPONSES)

RESPONSE SCALE	A. I strongly agree B. I agree C. I am undecided D. I disagree E. I strongly disagree

		A	B	C	D	E
1.	Community linkages are very important to me in my Community Services job.	26	3	-	-	-
2.	Community input is meaningful to me in planning.	24	5	-	-	-
3.	Community input is meaningful to me in delivery.	18	10	1	-	-
4.	Community cooperation is of little help in my work.	-	2	1	9	17
5.	Citizen's Advisory Committees provide the best means for information and ideas.	3	7	10	9	-
6.	A Community Services Advisory Committee provides a great inpouring of ideas and aid to me.	3	4	10	11	-
7.	Community organization and associations are of great help.	12	16	1	-	-
8.	Community School people provide valuable assistance and help.	10	12	5	2	-
9.	Individual people in the community provide my best influx of ideas and information.	8	15	3	3	-
10.	Individual people are a better source of input than advisory committees.	5	14	3	6	1
11.	Chamber of Commerce officials are a good source of information, and suggestions.	2	18	7	2	-
12.	Political divisions of government such as Social Services, CETA, MESC in my area are very helpful with new ideas and information.	5	17	4	3	-

(SUMMATION OF RESPONSES)

		A	B	C	D	E
13.	Civic Clubs provide a lot of meaningful ideas and aid to Community Services	4	16	6	3	-
14.	Private groups are more helpful than government groups for input.	1	12	9	7	-
15.	Area K-12 school people are helpful with program planning and class delivery for our community services classes.	9	12	2	4	2
16.	Community input is not helpful to me in planning and design of classes or other programs.	-	-	1	14	14
17.	Few people outside the college perceive the educational needs of the community.	-	1	4	13	11
18.	Newspapers and other area news media provide ideas and information that help me.	3	22	2	-	-
19.	Our faculty contribute many ideas and information for classes and programs.	1	22	2	4	-
20.	Administrative personnel of the college aid with the inflow of helpful ideas.	2	23	1	2	1
21.	Linkages within the college are more help than those in the community.	-	2	6	18	3
22.	Present and former students provide information and suggestions for courses.	2	22	3	2	-
23.	Senior Citizens groups or individuals enter into the planning and delivery of courses.	3	22	2	2	-
24.	Cultural groups such as music, drama and art associations work with us and cooperate on programs.	4	22	2	1	-
25.	Women's Clubs or individuals in such groups give us ideas and useful information.	1	21	5	2	-
26.	Business and Industrial concerns or individuals provide great input.	8	16	4	1	-
27.	Many curriculum, program, and course ideas come from community people outside the college.	10	18	1	-	-

(SUMMATION OF RESPONSES)

FOR MORE SPECIPIC FACTS

In the 1974-75 school year - (July 1, 1974 to June 30, 1975) - how many of the following types of activities was your college involved with (both on and off campus) and how many people participated as students, audience or attendees? Please give your very best estimate.

What is the total population of your college district? _____

PLEASE PLACE A CHECK MARK IN THE APPROPRIATE SPACE

Note the different number of categories →

		No. of Activities					No. of Participants				
		A	B	C	D	E	A	B	C	D	E
		0-50	51-100	101-250	251-500	501-1000	0-100	101-250	251-500	501-1000	1000 & up
1. Total short courses	1.	11	8	3	4	3	5	1	3	6	13
2. Total Seminars/Workshops	2.	20	6	3	-	-	5	4	6	4	9
3. Total other on-campus meetings Cooperatively planned with outside groups	3.	23	2	1	-	2	5	10	4	2	7
4. Total college speaker's bureau presentations	4.	21	5	-	-	-	9	3	3	4	5
5. Total campus tours, visitations by groups, banquets & other similar events held on campus	5.	16	6	3	1	1	5	4	3	2	12
6. Total Women's events held by community services, or your college	6.	26	2	-	-	-	7	9	6	3	2
7. Total Senior Citizen's events held by community services, or by the college	7.	26	2	1	-	-	7	8	8	4	1
8. Total of outside groups, clubs that had meetings on your campus	8.	14	8	2	1	1	4	4	3	3	12
9. Total state or federal or other district agencies or groups who held meetings on your campus	9.	23	3	-	-	1	11	6	4	2	5
10. Total University or four-year college classes held on your campus	10.	23	2	-	1	-	11	5	4	-	3
11. Total of all community services Advisory Committee meetings on and off campus	11.	26	1	-	-	-	16	6	-	3	-

SUMMATION OF RFSPONSES

TO QUESTIONS ON PAGE FOUR

1a. Please list the job title of five people with whom you have the most meaningful interaction regarding the community services function at your college.

#1
1. College President
2. WAFB Education Officer
3. Academic Dean
4. Community School Directors
5. Superintendent of Schools

#2
1. Community School Director
2. Community School Director
3. President BDNCC
4. Chamber of Commerce
5. Mead Corporation

#3
1. President
2. Vice President
3. Director Women's Program
4. Director of Continuing Education
5. Coordinator, Community Services

#4
1. President
2. T.V. Director
3. Public Relations Director
4. Academic Dean
5. Associate Dean - Community Affairs

#5
1. Committee on Aging Director
2. Personnel Manager
3. Red Cross Director
4. Community School Director
5. Board Member

#6
1. College President
2. Dean of Students
3. Director/Community Schools
4. Senior Citizen's Coordinator
5. Former Director/Community Services

#7
1. Academic Dean
2. Technical Dean
3. Management/Supervision/Training Director

1a. Continued

#7
4. Director of Financial Aids & Placement
5. Public Information Officer

#8
1. Director of Continuing Education
2. Director, Educational Services to Aging
3. Director, Cultural Arts
4. Dean of Arts and Sciences
5. President

#9
1. President
2. Director of Continuing Education
3. Director of Occupational Programs
4. Special Services Counselor
5. Executive Vice President

#10
1. Administrative Assistant to President
2. Dean of Instruction
3. Coordinator - Senior Citizens
4. Student Activities Coordinator
5. Career Advisor

#11
1. Dean, Community Services and Continuing Education
2. Director of Special Programs
3. Director of Women's Center
4. Secretary, Continuing Education & Extension
5. Faculty (full time and part time)

#12
1. Adult and Community Education Director - High School
2. Administrative Assistants to Deans
3. Program Directors and Coordinators of Academic Departments
4. Vice President (my boss)
5. Evening Supervisor - Career Center

#13
1. Personnel Director - City
2. Staff Personnel
3. Advisory Committee Chairman
4. Adult Directors
5. Other Community Service Professionals

#14
1. Dean of Instruction
2. Dean of Finance
3. Secretary - Community Services
4. Secretary - Senior Citizen
5. Low Income Project Director

#15
1. Chairman of Technology Department on Campus
2. Chairman of Business Department on Campus
3. Heads of Governmental Units
4. Officers of Women's Groups
5. Industrial Personnel Directors

1a. Continued

#16
1. President, College
2. Community School Directors
3. Vocational - Technical Dean
4. School and College Counselors
5. Instructors

#17
1. Dean of Instruction
2. Dean of Student Services
3. Department Heads
4. Individual Instructors
5. No Answer

#18
1. No Answer
2. No Answer
3. No Answer
4. No Answer
5. No Answer

#19
1. President
2. Dean of Instruction - Occupational Programs
3. Six Division Directors
4. Coordinator of Public Relations
5. No Answer

#20
1. No Answer
2. No Answer
3. No Answer
4. No Answer
5. No Answer

#21
1. Director, County Council on Aging
2. Director, Local Arts Council
3. Mayor
4. President, Public School Board
5. Director, Intermediate School District

#22
1. Police Chief
2. Director of Chamber of Commerce
3. Plant Managers
4. President, Community Organizations
5. No Answer

#23
1. President
2. Admissions Officer
3. Vice President of Business
4. Vice President of Instruction
5. My Secretary

1a. Continued

#24
1. Dean, Occupational Studies
2. Dean, General Studies
3. Director Business Division
4. Director Technical and Industry
5. Instructors

#25
1. College President
2. Instructional Dean
3. Community Education Directors - K-12
4. Various Community Individuals
5. Extension Office Personnel

#26
1. Dean of Continuing Education
2. Director of Continuing Education - Business and Industry
3. Counselor - Women Intransition
4. President of the College
5. My secretary

#27
1. Dean, Personnel
2. Dean, Health Sciences
3. Staff
4. No Answer
5. No Answer

#29
1. President
2. Academic Vice President
3. Dean
4. No Answer
5. No Answer

1b. and the five organizations, clubs, groups or agencies with whom you have the most meaningful interaction about your community services activities.

#1
1. Senior Citizen Center
2. Department of Social Services
3. Local Government
4. Michigan Employment Security Commission
5. Local Business

#2
1. Community Action Agency
2. Chamber of Commerce
3. Rotary Club
4. Michigan Community College Community Services Association
5. Community School Director Association

1b. Continued

#3
1. Chamber of Commerce
2. Council of Social Agencies
3. School Superintendents Association
4. County Community Education Association
5. State Community Services Association

#4
1. Chambers of Commerce
2. Interagency - Developmental Disabilities
3. Comprehensive Health Planning
4. Farming Industry
5. Low Income Population Representatives

#5
1. Committee on Aging
2. Department of Social Services
3. Mental Health
4. Community Schools
5. Red Cross

#6
1. Local Newspapers
2. Community Schools
3. No Answer
4. No Answer
5. No Answer

#7
1. Senior Citizen Program
2. Housing Director
3. Living Complex Centers
4. No Answer
5. No Answer

#8
1. Public School Systems
2. Community Action Agency
3. Retired Senior Volunteer Program
4. Universities
5. No Answer

#9
1. Social Services
2. Junior League
3. Community Action Agency
4. Mental Health, County
5. United Arts Council

#10
1. Senior Citizens
2. Chamber of Commerce
3. Main Street Players
4. Michigan Employment Security Commission
5. Ms. Club

#11
1. Community School Directors
2. Community Service Personnel (other cc)
3. Rotary (individual members more than group)

1b. Continued

#11
4. No Answer
5. No Answer

#12
1. Advisory Committee (7 High School Directors)
2. State of Michigan Departments
3. Area business, professional, trade associations, societies, etc.
4. Michigan Community College Community Services Association
5. No Answer

#13
1. Comprehensive Employment Training Act
2. State Agencies
3. Student Senate
4. County Bi-Centennial Commission
5. City, County people

#14
1. Chamber of Commerce
2. Fire Departments
3. Realtors
4. Senior Citizen Clubs
5. Women's Clubs

#15
1. County Intermediate School
2. Personnel Directors Club
3. Several Governmental Units
4. No Answer
5. No Answer

#16
1. Community School Directors
2. Area Guidance Advisory Committees
3. Council on Aging
4. Community Theatre Group
5. CEPD Members

#17
1. Manufacturer's Association
2. Chamber of Commerce
3. No Answer
4. No Answer
5. No Answer

#18
1. No Answer
2. No Answer
3. No Answer
4. No Answer
5. No Answer

#19
1. Art Council
2. AAUW
3. Michigan State Cooperative Extension
4. Hotel, Motel Association
5. Women's Resource Center

1b. Continued

#20
1. Art Council
2. State Services
3. Area Agency on Aging
4. Many Advisory Groups
5. No Answer

#21
1. International Symphony
2. Little Theater
3. Schubert Club (Singers)
4. Kiwanis Club
5. No Answer

#22
1. League of Women Voters
2. Symphony
3. United States Jaycees
4. Comprehensive Employment Training Act
5. Department of Social Services

#23
1. Cooperative Extension
2. Cass County Council on Aging
3. Michigan Employment Security Commission
4. Department of Health
5. Department of Mental Health

#24
1. No Answer
2. No Answer
3. No Answer
4. No Answer
5. No Answer

#25
1. Social Services
2. Churches
3. Rotary Club
4. Optimists
5. Child Study Clubs

#26
1. Volunteer Coordinators Association
2. Community Service Advisory Council
3. Regional Community Education Association
4. Arts Council
5. Women's Resource Center
6. Unions

#27
1. Michigan Employment Security Commission
2. Block Clubs
3. City of Highland Park
4. Social Services
5. Senior Citizens

#28
1. County Government
2. Senior Services

1b. Continued

#28
3. Small Business Council
4. CLU Chapter
5. Engineering Society

#29
1. Chamber of Commerce and others
2. Black Applied Resource Center
3. North End Concerned Citizens Council
4. Ethnic Heritage Center
5. Anti-Defense League of B'nai B'rith

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2. How do you seek out and identify community sources of input to aid you in planning and delivery of community services programs, courses and activities?

#1 By being active with all community groups and a good Public Relations program (we have more requests than we can handle).

#2 Individual contact, use of advisory committees, monthly meetings with area community school directors.

#3 One does it by remaining alert to opportunities for service to the community, from the more formal occasions of a planned meeting to a casual chat at a social gathering.

#4 Staff Structure Assignments.

#5 Telephone calls and visits to community leaders.

#6 We rely heavily on individuals and surveys to assist in program planning.

#7 Advisory Committee, City officials, word-of-mouth, Consortium efforts of Project Care (of Community College), University of Michigan, Gerontology School Consortium.

#8 Direct contacts (personal visits, telephone calls); Advisory committees for specific programs; participation in Community organizations and their Boards; Community Surveys.

#9 By phone system I identify possible sources, by going "out" to people or agencies, by knowing people by "first" name basis in all key agencies, clubs, etc.

#10 By personal contact with senior citizens groups, local chambers of commerce and service clubs.

2. Continued

#11 Participants; those who respond to evaluation forms; questionnaires at extension centers; ask recipients of brochure to call or write regarding desired courses and possible instructors; names of individuals or groups given me by staff and personnel contacts; community speeches.

#12 Make surveys, hold informative meetings and workshops, advertise with return clip-out, keep record of inquiries and suggestions as well as statistics of past successes, failures, mistakes, problems, etc.

#13 They generally come to us.

#14 Newspaper (requests in), attend meetings - outside of college.

#15 By direct contact with leaders of various groups; by following local newspaper to determine needs or interests of community groups; by inviting community to suggest new programs and involving persons giving project ideas - This is my home community with 60 years of background and acquaintance.

#16 The primary process is one of listening. We maintain records of all who contact us making requests or suggestions.

#17 Seek specific organization or group to promote and furnish advice.

#18 No Answer

#19 Newspaper, radio; recommendations from community constituents or faculty provide ideas for contacts who I then seek out by phone or letter.

#20 Every possible way - individuals, groups (all types), college personnel, Advisory committees, professional organizations, State Services, industry, other colleges.

#21 Eight coordinators in the county assess needs and organize classes, locate facilities, and schedule activities.

#22 By visiting local groups and agency representatives to let them know what the college can do for them.

#23 Individual community residents or commission members assist in identification.

#24 Through surveys, telephone directory, community meetings, churches, organizations.

2. Continued

#25 Through public relations and press release information, my name and job are known throughout the community. For the most part, these people contact me with suggestions.

#26 My wide contacts in community organizations and my membership in various organizations are helpful. I rely on personal knowledge of civic and community workers, media contacts, etc.

#27 Membership in Service Clubs, contacts (personal) with other agencies and organizations.

#28 Personal contacts, surveys, letters.

#29 Advisory committees, referrals from faculty coordinators and college personnel, previous community contacts.

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3. What uses do you make of input from and interaction with community people and organizations?

#1 Over one half of our program is requested from by these groups.

#2 Advice, suggestions, etc., are made of us.

#3 Most input and interaction can be translated, with our degree of flexibility, into service--through a program, a course, a conference, or a referral to another agency. We do need to be all things to all people.

#4 Stimulus-response via staff structure as well as other college offices.

#5 Planning and programming.

#6 Workshops, seminars, course offerings, competitive activities such as bicycle racing for youngsters, movies.

#7 Offering of courses/programs, offering of volunteer work programs, offering of workshops, seminars, etc.

#8 Developing new Continuing Education Courses, new proposals for Federal programs, new programs in the total college.

#9 Excellent use--look for input, sounding board and positive feedback from community people. Also look for joint follow-up and evaluation efforts by college and community people.

3. Continued

#10 As a base for planning programs.

#11 Develop new courses; locate new instructors, improve delivery systems, registration procedures, teaching environments, and communication and publication techniques.

#12 Listen, read, analyze, interpret, make suggestions, pilot courses, promote special appeals, ask for co-sponsorship and for help in promotion, enrolling, finances.

#13 We generally put their suggestions into activities - classes, seminars, workshops, etc.

#14 Usually involve them in planning and advertising the program.

#15 We use new ideas as a basis for further research and survey to test need and interest of others. Invite persons showing interest in specific areas to assist in survey or perhaps to be leader of a group.

#16 Information gained is used as a basis for making decisions about course offerings and special programs.

#17 Mailings to promote, personal contacts, identify instructors.

#18 No Answer

#19 Proposals are written based on input and presented through proper channels for internal approval.

#20 Conferences, seminars, short courses, credit courses in community (college curriculum type), lectures, Advisory (college to community and reversed).

#21 College facilities are open to any group deserving meeting space for any function. We will supply instructional help if desired. Cost is free if group is not using facility for profit.

#22 Develop new programs and services or modify and improve old ones.

#23 Evaluation of programs, development and planning function, recruitment function.

#24 Develop courses and programs if a need is discernable, obtain leads for advisory committee personnel.

3. Continued

#25 I try to design courses or programs that meet the specific needs that they have indicated to me.

#26 Advice, program suggestions and planning, feedback on ideas, embryonic planning or new course suggestions.

#27 Those suggestions that can be implemented are put into effect-limit of budget, space, etc.

#28 If possible, provide the types of services that are suggested.

#29 Set up new courses, evaluation, Co-op program.

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4. What are your five best and most consistent sources of input from out in the community?

#1
1. Personal Contact
2. Surveys
3. Referrals by local service agencies
4. Feedback from students
5. Feedback from instructurs

#2
1. Community Schools
2. Chamber of Commerce
3. City and County Government
4. Mead Corporation and P. H. Corporation
5. Members of Advisory Committees

#3
1. Business individuals and organizations
2. Social agencies
3. Public school Adult Education Coordinators
4. Current and former instructors in Continuing Education Programs
5. Current and former adult students

#4
1. Health Agencies
2. Comprehensive Employment Training Act - CAP
3. Business - Industry
4. Chambers of Commerce
5. United Way - Government Human Service Agencies

#5
1. No Answer
2. No Answer
3. No Answer
4. No Answer
5. No Answer

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4. Continued

#6
1. Instructors of Community Service Sources
2. Individuals
3. No Answer
4. No Answer
5. No Answer

#7
1. Advisory Committees
2. City of DBN
3. Senior Adults
4. Professionals
5. No Answer

#8
1. Program participants
2. Public School Systems
3. Supplemental instructors
4. Community organizations
5. Business and Industry

#9
1. Community Action Agency - for low income
2. Department of Social Services
3. Community Education Directors
4. Students enrolled in programs throughout service area
5. Other social agencies, family services, Urban League, etc.

#10
1. Senior Citizens
2. Newspapers
3. Service Clubs
4. Individuals
5. No Answer

#11
1. Past and present program participants
2. Off-campus center directors
3. Individuals who contact us regarding new courses
4. Community Service/Continuing Education Faculty
5. Advisory Committees

#12
1. Surveys
2. Past records
3. Sponsorship assistance
4. Financial aid to enrollees
5. Advisory groups

#13
1. The general public
2. Professionals - businessmen, managers, etc.
3. Agencies - Department of Social Services, I.S.D., etc.
4. No Answer
5. No Answer

4. Continued

#14
1. Senior Citizens
2. Fire Department member
3. Store owners
4. Women (housewives) in community
5. Newspapers

#15
1. Satisfied customers
2. No Answer
3. See 1a. and 1b.
4. No Answer
5. No Answer

#16
1. Current and past students
2. Community School Directors
3. County Agencies
4. Service Clubs
5. Individual people

#17
1. Industry
2. Local Community School Directors
3. Business and Retail
4. No Answer
5. No Answer

#18
1. No Answer
2. No Answer
3. No Answer
4. No Answer
5. No Answer

#19
1. Individual's requests or suggestions
2. Various task forces
3. Suggestions from course evaluations
4. Surveys asking for recommendations
5. Intermediate School District Vocational Coordinators

#20
1. Individuals with a need or idea
2. Council on Aging
3. Industrial groups needing facilities and instructors
4. Social groups needing facilities and instructors
5. Religious groups needing facilities and instructors

#21
1. See 1b., 2, and 3 - all are involved about equally
2. No Answer
3. No Answer
4. No Answer
5. No Answer

4. Continued

#22
1. Industrial firms
2. State agencies
3. Professional associations
4. Civic organizations
5. Special interest organizations

#23
1. This changes with each program considered
2. No Answer
3. No Answer
4. No Answer
5. No Answer

#24
1. Individuals
2. Industry
3. Newspaper articles
4. No Answer
5. No Answer

#25
1. Individuals
2. School Personnel (K-12)
3. Business and Industry
4. No Answer
5. No Answer

#26
1. Personal contact
2. Agencies
3. Personal contact with participants
4. Advisory Council
5. Media

#27
1. Participants
2. Personal contacts
3. Service clubs
4. Block clubs
5. Advisory Committee

#28
1. Industry
2. Government Agencies
3. Clubs or societies
4. Senior citizens
5. Legal, Medical

#29
1. Women's groups
2. NEC4
3. PACT Volunteers
4. Y's
5. No Answer

5. Please list any other helpful sources of viable input for you with work in your community.

#1 No Answer

#2 No Answer

#3 Newspaper want ads, news stories, editorials, professional journals, and other literature

#4 Service Club contact, specific community individuals

#5 No Answer

#6 No Answer

#7 Church, Union Groups

#8 No Answer

#9 Miller Foundation, Kellogg Foundation, Western Michigan University for Community Education, U. P. for Community and Student Service

#10 Central Michigan University, Courses, Seminars

#11 No Answer

#12 Cooperative Adult Education program with 28 high schools creates a bond helping all other efforts. Started in 1972

#13 No Answer

#14 Radio and local community education programs

#15 State conferences such as Mt. Pleasant in October, 1975, are most productive

#16 No Answer

#17 No Answer

#18 No Answer

#19 No Answer

#20 No Answer

#21 We are not a meeting-oriented department, so most of our contact are with individuals rather than groups

5. Continued

#22 No Answer

#23 Businessmen, legislators, K-12 educators, Intermediate School Districts, out of state consortiums

#24 No Answer

#25 No Answer

#26 No Answer

#27 No Answer

#28 Other institutional information on programs. State Agencies

#29 Third World and Feminist newsletters and periodicals

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